

# Connection *uup*

Binghamton Chapter, United University Professions

## FROM THE CHAPTER PRESIDENT



## Combating Ageism in Our Campus Community

*by Sean Massey*

*Women, Gender, & Sexuality Studies*



Over the past year, several of our senior members have described conversations and interactions they've had with their colleagues or supervisors that made them to feel devalued and marginalized due to their status as older employees or because they were nearing the average age of retirement. As a union, we are committed to promoting fair labor practices, one of which is advocating for a safe and supportive workplace. The issue of ageism interferes with

this goal, and as a union we need to speak out, stand together, and confront the challenge.

What do we know about this problem? The research literature (references provided upon request) suggests ageism can manifest in a variety of ways, including overt age-related prejudice and discrimination, but also in institutional and departmental policies and practices that allow or encourage ageist stereotypes that marginalize and harm older employees. Higher education is not immune to these problems. Ageism has been found in discussions around tenure and promotion and the hiring of new academic and professional staff, in conversations about an employee's retirement plans, and in everyday department and union meetings — whenever youth is equated with worth and potential, or the contri-

butions or potential contributions of older employees are devalued.

Research examining the prevalence and effects of ageism in higher education have identified several ageist practices and documented the effects those practices can have on older academic and professional staff:

- Ageist language is commonly used, describing older employees as “behind the times,” “on their way out,” “stuck in the views of the past,” “over the hill,” and “not worth investing in,” as “doddering,” “demented,” or as having “senior moments;” and as reported by a local member, “younger brighter minds” are needed.
- Older employees are sometimes excluded from departmental meetings and delibera-

# Connection

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The opinions expressed in this newsletter are those of the authors or of the Binghamton Chapter and are not necessarily the opinions of United University Professions.

The editor welcomes letters and other comments of interest to the Binghamton Chapter.

## **UUP Chapter Officers**

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tions about program goals and direction. This practice has also been reported by members on our campus.

- Younger faculty are often described as being more desirable and competitive, and some institutions and departments may engage in recruitment and hiring practices that favor younger candidates. For example, posting job announcements that encourage candidates who have earned degrees within the past 1-2 years targets younger candidates.
- Ageist bias and practices also intersect with other forms of bigotry, including sexism and racism, causing even more

harm to older women and people of color who report even greater levels of marginalization.

These stereotypes and practices can make older employees feel unwelcome, that they have nothing to offer or contribute, and that they can't be productive. H. Good described it this way: "No one seems to give a hoot about the morale or continued growth of senior faculty..." Unfortunately, many of the examples above have been observed or reported by our colleagues here at Binghamton University.

What is particularly disturbing is that many of these practices appear to be common, and even

## **Principles for an Age Friendly University Dublin City University**

1. To encourage the participation of older adults in all the core activities of the university, including educational and research programs.
2. To promote personal and career development in the second half of life and to support those who wish to pursue second careers.
3. To recognize the range of educational needs of older adults (from those who were early school-leavers through to those who wish to pursue Master's or PhD qualifications).
4. To promote intergenerational learning to facilitate the reciprocal sharing of expertise between learners of all ages.
5. To widen access to online educational opportunities for older adults to ensure a diversity of routes to participation.
6. To ensure that the university's research agenda is informed by the needs of an ageing society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults.
7. To increase the understanding of students of the longevity dividend and the increasing complexity and richness that aging brings to our society.
8. To enhance access for older adults to the university's range of health and wellness programs and its arts and cultural activities.
9. To engage actively with the university's own retired community.
10. To ensure regular dialogue with organizations representing the interests of the aging population.

acceptable, in the higher education employment context. For example, in Fendrichs' column "The Forever Professors" published in the 2014 Chronicle of Higher Education, academics who don't retire were referred to as "Greedy, Selfish, and Bad for Students." In the case *Wichmann v. Board of Trustees of Southern Illinois University*, it was argued: "In a forest you have to cut down the old, big trees so the little trees underneath can grow" and that institutions needed "new blood." Student bias may also contribute to the problem. They have been found to prefer younger faculty and to rate the teaching by older faculty more negatively.

Some readers may be mulling over the "kernel of truth" argument — that some employees refuse to change, are hesitant to engage with new technologies and approaches, and even because of continuing appointment, some employees may "ride on [their] accomplishments" or "take a breather." Some may point out that job candidates in higher education are simply more likely to be younger, on average, than existing employees. However, assumptions that youth equals innovation or creativity or productivity and that old age equals staleness or stagnation or a lack of potential are all ageist stereotypes. When these beliefs guide employment and promotion decisions they constitute age discrimination.

Age discrimination, ageist harassment, and creating an ageist hostile environment in the workplace are all against the law. The Age Discrimination in Employment Act of 1967 and the Older Workers Benefit Protections Act prohibit not only mandatory retirement, but also discrimination based on age in terms of "any term, condition, or privilege

of employment." This includes hiring, firing, and job assignments, layoffs, promotion and compensation, benefits, and training. Claims of age-related discrimination in the workplace have been increasing due in part to an increasing number of older workers.

An effort needs to be made to reflect on the language and words we use in our interactions with our colleagues and models for addressing ageist communication are available (CEMSA - Communication Ecology Model of Successful Aging). These approaches to addressing age-related bias should be included in trainings and other resources focused on bias and discrimination. One interesting example is the 10 Age-Friendly University Principles developed by Dublin City University (2012) that have been endorsed by the Association for Gerontology in Higher Education (AGHE).

All our members deserve to be valued, respected, and included — regardless of their age. As Good suggests, "if [senior faculty] received occasional expressions of appreciation from their institutions or an equitable share of institutional resources, they wouldn't become disengaged and demoralized." As a union, we need to speak out, stand together, and confront this challenge at Binghamton University.

If you want to read more on this topic, a recent comprehensive review of the problem of ageism in higher education, and one of the primary sources for this article, is S. K. Whitborne and J. M. Montepare's chapter "What's holding us back? Ageism in higher education" in T. D. Nelson's book *Ageism: Stereotyping and prejudice against older persons*, Cambridge, MA, U.S.: MIT Press. 



### Looking to get another degree? Enhance your skill set? Then UUP Space Available is for you!

- Open to all Union members, this program can reimburse you for up to 4 credits per semester.
- Only credit-bearing courses taken at Binghamton University or other state-operated SUNY campuses are covered.
- Non-credit courses, those taken at community colleges and course audits are not covered.
- Applications are approved for courses which are not filled with tuition-paying students.
- An application must be submitted separately for each semester.

### TO BEGIN THE PROCESS:

If not at Binghamton University, reach out to the Human Resources office of the SUNY you are attending. If at Binghamton University, use the following link to apply: [https://docs.google.com/forms/d/e/1FAIpQLSe6feAsZiwN3D\\_rAFg8OI9zeMdBHMRnO2McJed-NMT0dSRjA/viewform](https://docs.google.com/forms/d/e/1FAIpQLSe6feAsZiwN3D_rAFg8OI9zeMdBHMRnO2McJed-NMT0dSRjA/viewform)

## Investing in our Members

### The UUP Nuala McGann Drescher Affirmative Action/Diversity Leave Program

*by Benita Roth, Vice President for Academics  
Sociology and Women, Gender, & Sexuality Studies*



One of the benefits of being represented by a union is that the union invests in our members with a variety of programs. One of those programs is the Nuala McGann Drescher Affirmative Action/Diversity Leave Program, usually known simply as the “Drescher” award, named after UUP’s first and only female statewide president. The Drescher leave is intended to help UUP and SUNY maintain a diverse faculty. It is aimed at under-represented employees who have “protected class status including but not limited to age, race, creed, color, sex, sexual orientation, national origin, military or veteran status, disability, gender expression and gender identity.” See the program guidelines at [https://goer.ny.gov/system/files/documents/2019/02/dr-nuala-mcgann-drescher-leave-guidelines\\_0.pdf](https://goer.ny.gov/system/files/documents/2019/02/dr-nuala-mcgann-drescher-leave-guidelines_0.pdf). By providing paid leave for one semester, recipients can pursue their research, finish articles and/or

books, all with the aim of securing tenure, and although it is less well-known, UUP professionals can also apply for the leave as they work toward permanency.

The Drescher Award is one of those programs that “sunset” when we work without a contract. We have a great contract now, and it is back — and for Binghamton University, it is back with a wallop (in a good way!). Four Binghamton University assistant professors received Drescher awards for leave in the spring semester of 2019. They are Julia Walker in the Department of Art History; Jeanette L. Patterson from the Department of Romance Languages and Literatures; Yi Wang from the Department of History; and Patricia Lespinasse from the Department of Africana Studies. Below you will find brief descriptions of their projects. All the material in quotations is taken from “blurbs” the Drescher recipients wrote for me in emails asking them to contribute to this article, or taken from department websites. If you have questions about the Drescher leave, ask me or Binghamton Chapter President, Sean Massey. We’d like to keep up Binghamton’s stellar record.

Dr. Julia Walker’s project is

“Officially Contemporary: State Architecture in Berlin after 1990.” She is writing a book about the new architecture that was built in the city of Berlin after German reunification, focusing on buildings that were constructed to house federal, state or city



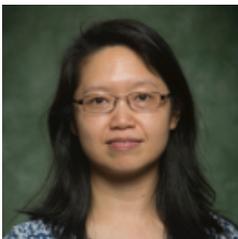
government agencies. In her work, Walker looks at the relationship of these buildings to what she calls “modernist architect-luminaries... and influential designers within the spectacular world of global contemporary architecture.” And why look at Berlin? Walker states that “Berlin’s official architecture captures in miniature, as it were, a fundamental truth about contemporary architecture across the globe, which oscillates dialectically between compulsive claims of newness and nostalgic ruminations on the past.” Walker’s work will be the first book-length treatment written by an architectural historian of this “New Berlin” official architecture.

## JEANETTE L. PATTERSON



Dr. Jeanette L. Patterson's project is entitled "Making the *Bible* French." In her book she will be examining Guyart des Moulins' 1295 French *Bible* translation and commentary known as the *Bible* historiale, which was "the most prolific and influential *Bible* for about 200 years." She will "trace how the manuscript tradition adapts and individualizes the *Bible* for each new intended reader, defying modern print-based and text-centered ideas about the *Bible*, canonicity and translation." The *Bible* historiale, Patterson says, provided "new generations of readers with their own literacies, horizons of expectations and reasons for reading the *Bible*."

## YI WANG



Dr. Yi Wang is also writing a book. Hers is called *Transforming the Borderland: Commerce, Migration and Colonization in Qing Inner Mongolia*. In it, she

examines Chinese migration and settlement in what became today's Inner Mongolia from the eighteenth through the early twentieth century." In her study, she looks at how the "processes of commercial expansion, land reclamation, and Catholic proselytism transformed the Mongol frontier long before its official colonization and administrative incorporation into the Chinese state." Dr. Wang is interested in "the social dynamics of frontier-making: the diverse ways in which migrants, capital, technologies, and organizational formats from China moved into the borderlands and interacted with pre-existing social and economic forms," and she draws from "Chinese, Japanese, Mongolian and European language sources." Her manuscript is currently under review at Cambridge University Press.

## PATRICIA G. LESPINASSE



Dr. Patricia G. Lespinasse is an assistant professor of African American and African Diaspora Literature. She received the Drescher Award to complete the final edits on her manuscript, *The Drum is a Wild Woman: Tracing the Politics of Resistance in African Diaspora Texts*, which is under contract with the

University Press of Mississippi. Lespinasse explores how African American women writers create dissonant sounds that broaden our understanding of jazz literature. She examines the complex relationships between women and jazz transnationally and within multiple genres (poetry, fiction, and non-fiction) "from the publication of Ann Petry's *The Street* (1946) to Edwidge Danticat's *Breath Eyes Memory* (1994)." By underscoring the extent to which gender is already embedded in jazz discourse, Lespinasse "responds to and corrects narratives that tell the story of jazz through a male-centered lens and she maintains that the depiction of the black female improviser in literature, resisting and often reconstructing social codes, disrupts jazz discourse by portraying black women as nuanced subjects rather than as static characters devoid of agency." Her book will also be the first book-length treatment of this subject.

Once again, congratulations to all the Drescher Award winners who show the value of retaining a diverse faculty for Binghamton University's mission of excellent scholarship, a mission that UUP strongly supports. 



## THE JOY OF TRAVEL

*by Robert Pompei  
Physics, Applied Physics  
and Astronomy*



If our work schedule happens to be constrained by the academic calendar, there are many months in which international travel is an impossibility. Sure, there are periods of no classes but they do not always align with the best time to visit a specific region of the world. Spain, Greece, Egypt, and Italy in the summer can easily have extended periods of temperatures higher than 100 degrees. Central America, Southeast Asia, and the Himalayas have well defined monsoon seasons. You really do not want to be out and about when ambient conditions are so uncomfortable. Furthermore, visiting some areas either before or after the flood of tourists leads to a

greater appreciation of the venue.

My wife and I have used our retirement to visit places that would not have been very attractive if we had to live by the Binghamton University academic calendar. Antarctica in our winter is the land of the midnight sun. Venice in late October is not awash with the tourists from mammoth cruise ships. Burma, Thailand, Viet Nam, and Cambodia are a delight during the early winter months.

We have been fortunate to have been able to visit all seven continents and some seventy different countries. The best Binghamton winter we never had to experience was the one when we left for Southeast Asia in the middle of January and returned in early March.

When you have decided on the time you want to travel, then you have to decide how you wish to travel. We have always chosen to travel with a reputable tour company. In fact, we have used the same tour company for our thirty-one international trips. We appreciate the fact that they feature small sized groups. Our Australia trip had only eleven travelers. Furthermore, there were three occasions that being with a group tour got us through some real difficulties. The first was when we landed in

Tanzania in a “Humphrey Bogart like” airport but our luggage did not. Our group leader met us and told us that he would locate our luggage and have it delivered to whatever safari camp we happened to be visiting. He did exactly that. The second was when a volcanic eruption disrupted all flights out of Ecuador after our visit to the Galapagos. Our company was able to get us out on a Miami bound plane at 6 AM the next day. We got out ahead of literally a thousand people rushing the ticket counters. The third was when we landed in central Europe for a trip up the Elbe River in Germany only to learn that the Elbe was thirty feet over flood stage. The company got us on a plane back to the U.S., refunded all our money, and rebooked us for the same trip seven weeks later. I am not sure we would have had such perfect outcomes if we had been completely on our own.

As our ability to travel draws to a close, we look back on twenty delightful years of seeing the world. The world is a fantastic place. People are pretty much the same all over. Get out and try to see as much as you can while you can. You will be very much enlightened by your international travel experiences. 



## SCHOLARSHIPS: UUP BENEFITS FOR DEPENDENTS

by Travis Clines  
The Graduate School



When most of us, myself included, think of the benefits afforded to us by our union, we think of healthcare, vacation and pay scales. However, UUP also offers its members and their dependents another form of benefit: scholarships. This benefit doesn't just help current employees; it looks to the future — our children.

Donald Kunkel, the vice president for professionals, says he applied to the UUP Benefit Trust Fund Scholarship Program (<http://uupinfo.org/contract/forms/NY-SHIPFORMFall2018.pdf>) for his daughter. This scholarship is not competitive in nature but is offered to one dependent of a UUP-rep-

resented SUNY employee. This once-per-semester award of \$500 can be used towards books, supplies, or room and board costs, but not the cost of tuition.

“Student loan debt is a serious issue. I’m trying to reduce the amount of debt that my daughter accumulates while in college,” he says. “The UUP scholarship benefit was lost in our last contract with the state. I’m glad that our negotiation team was able to restore the scholarship program for our membership.”

### UUP STEVE STREET AWARD

**Visit:** <http://uupinfo.org/scholarships/pdf/2019SteveStreetAwardapplication.pdf>

**Amount:** One-time \$500

**Requirements:** Undergraduate students currently registered at a state-operated SUNY campus, who show a dedication to and intellectual engagement with social justice and who have completed at least 15 credit hours at any branch of SUNY.

**Deadline:** May 1

### UUP UNDERGRADUATE COLLEGE SCHOLARSHIP

**Visit:** <http://uupinfo.org/scholarships/pdf/2019UUPUndergradApplication.pdf>

**Amount:** One-time \$3,000

**Requirements:** Full-time undergraduate students at a state-operated SUNY campus who demonstrate a quest for academic and personal excellence and have completed at least 18 credit hours at any SUNY campus with a grade point average of at least 3.75.

**Deadline:** March 1

### UUP WILLIAM SCHEUERMAN POST BACCALAUREATE SCHOLARSHIP

**Visit:** <http://uupinfo.org/scholarships/pdf/2019UUPPostBaccalaureateApplication.pdf>

**Amount:** One-time \$3,000

**Requirements:** Full-time graduate or professional school students at a state-operated SUNY campus who demonstrate a commitment to academic excellence, social justice issues, and labor ideals, and who have completed at least 9 credits at any SUNY graduate or professional school with a grade point average of at least 3.95.

**Deadline:** March 1 

## Mentally Ill with Criminal Tendencies: A Perspective on Minority Rights

by *Malcolm Gunter*



I undertook my struggle against bigotry back in the late 1960s. At that time, Canada's Criminal Code considered homosexuality a crime, and the American Psychiatric Association listed homosexuality in its official Diagnostic and Statistics Manual of Mental Disorders! In a nutshell, society classified me as mentally ill with criminal tendencies! In truth, I was neither. Many people who find themselves stigmatized choose not to confront the hatred, while others decide to fight for their rights. I chose the latter path and did my best to shift the paradigm with respect to LGBTQ rights.

When I was a teacher, I would tell my students that they should never readily dismiss any group that is protesting. It's important to listen to the clarion voice of dissent; the protesters' message might

be the truth! As well, resistance to change is often irrational. In the context of granting rights to minorities, one should ask this simple question: Will giving certain rights to this group adversely affect my rights? Although the expansion of human rights can bring the rights of one group into conflict with the rights of another, you would be hard pressed to find a case where the extension of human rights has negatively impacted others in a measurable way. A case in point is same-sex marriage. Some disagreed with it, but whose pre-existing rights were affected? Here in the USA, the LGBTQ struggle for justice continues to face resistance. Only 22 states have outlawed discrimination based on sexual orientation; even fewer, 20, have outlawed discrimination based on gender identity. The LGBTQ community continues to face discrimination in both public and private employment, housing, and services.

Many people have difficulty understanding gender identity. Caitlyn Marie Jenner (born Bruce Jenner), shone some light on this issue, but even then, it is something that people struggle to comprehend. Let me share my

epiphany moment in this regard. I enjoy playing pool. Many years ago, I was asked to join a team that was based in the LGBTQ community in Toronto. Interestingly, I was informed that some of the members were transgender, a fact that I said was not an issue for me. Nevertheless, upon meeting the three women and one man, I must admit I was curious about who was transgender. We all got along great, and I came to understand what the sexual orientation of the group was: two gay men and three lesbians. As it turned out, two of the women were trans. They had been designated male at birth, had married women, had fathered children, and then went through their transition.

One evening at the pool hall, I was talking with one of the trans women and expressed my perplexity about the fact that she was now in a lesbian relationship with the other trans woman on our team. She was shocked! Not at the question so much as at the ignorance of me, the questioner! She assumed I would be more informed. She proceeded to tell me that growing up as a man she was attracted to women. That's why she married a woman and fathered children.

Her sexual orientation: women. However, before her transition, she always felt that she was in the wrong body, and that she should in fact be in a woman's body! Her gender identity: female. In the act of transitioning, she was able to fully acknowledge her gender identity; however, her sexual orientation did not change. After all, we don't choose our sexual orientation, a truth to which any non-heterosexual will attest! Now, after her transition, she was still attracted to women.

Achieving legal protection against discrimination is no guarantee that such discrimination will be eradicated. Racial and religious bigotry, misogyny and homophobia persist! In early 2019, the United States Supreme Court ruled in favor of the Trump administration's policy to restrict military service by trans men and women, a setback for transgender Americans. On the positive side, governments

at the local and state level have initiated protective legislation. In 2008, the City of Binghamton passed a human rights law that prohibits discrimination based on gender identity and expression in employment, education, housing, and public accommodation. In January of 2019, New York State passed the Gender Non-Discrimination Act, a victory for transgender New Yorkers. As for UUP, it is my understanding that at the last Winter DA it updated its anti-discrimination language to prohibit discrimination based on gender identity or expression.

It is important for all of us to support minority rights. Again, ask yourself: What will you lose by granting another person legal protection from discriminatory behavior? Most likely the answer is nothing! 

### UUP Military Veterans Committee

This state-level committee works hard to ensure our UUP military veterans are recognized. A veteran, whether retired or active duty, is authorized to wear a red, white, and blue regalia cord when attending a ceremony in cap and gown. Any veteran who requires one of these patriotic cords may contact Stu L'Hommedieu (lhommedu@binghamton.edu or 607-777-6106) and he will procure one for you.

In addition, the UUP Military Veterans Committee would like to recognize veterans who are award recipients. If you are a veteran who recently received an award or if you know of a veteran who recently received an award, please contact Stu L'Hommedieu with that information so that we can include it in Binghamton's *Connection* newsletter or in other state publications.



### BEAT THE WINTER BLUES IS AN OPPORTUNITY TO ORGANIZE

Each year during winter the Binghamton chapter of UUP hosts the "Beat the Winter Blues" event. At this social, members indulge in delicious food, hear great music, meet other members and may hear from state-wide representatives on a variety of issues. In addition to offering a chance for members to mingle and enjoy themselves during what appears to be the perpetual winter, President Sean Massey described it as a general body meeting that allows the larger membership to come together to celebrate our victories and see what lays ahead for our membership. A few of the topics shared with members were the newly ratified contract and the Janus v. AFSCME case.

Photo by Don Kunkel



## PROFESSIONAL STAFF JOB CREEP: THE IMPORTANCE OF THE PERFORMANCE PROGRAM

by *Brendan McGovern*  
*Geography*



**B**inghamton University, and The State University of New York, is in the midst of a financial crunch not seen since the Great Recession a decade ago. Sometimes colleagues and co-workers are not replaced when they resign or retire and members may encounter increased requests to assist. More often, as conscientious professionals, members may simply absorb extra workload in order to help Binghamton University and SUNY get through this crisis.

We all want to do our part, but professionals need to know that there are provisions in the con-

tract and other tools to deal with increases in workload. The specific duties and responsibilities that constitute the workload of UUP professionals vary considerably, with those duties and responsibilities specified in performance programs. It is critical for you to make sure that the duties and responsibilities outlined in your performance program are current in order to make sure your workload remains at the full professional obligation appropriate for one employee rather than several. The idea of a performance program is to fill — and be paid salary and benefits for — 100 percent of your time. If you are working more than 100 percent of a full professional obligation, you can be paid more than 100 percent in money and/or benefits by receiving extra-service compensation as appropriate.

When work is being distributed to others due to prolonged illness, vacancy or job creep, the supervisor should discuss the situation with the employee. The discussion should include the following:

- A review of your current performance program;
- A description of new duties;
- A defined duration of new duties (weeks, months, permanent);
- If temporary, a date to reeval-

uate the temporarily assigned duties.

### **Prioritizing current duties**

As a result of this conversation, you should receive written documentation outlining exactly what is expected of you and a new performance program or an addendum to your current performance program. The document should clearly articulate your new duties, the duration of these duties, and any compensation for an increase in responsibilities. If this does not happen, members are encouraged to contact their Binghamton UUP Chapter Office.

This assumes that a current performance program is in place. If you do not have a current performance program, contact the Binghamton Chapter UUP Office and let us know. All professional employees should receive an updated performance program at least once per year.

If you find that you are being asked to do more than you can handle, you should talk with your supervisor. If that conversation is unsuccessful, contact Binghamton's UUP Chapter Vice President for Professionals (Don Kunkel) for advice and assistance. Your chapter leaders can discuss ways to approach your particular situation. 

# Women's Rights and Concerns Committee

## Statewide Survey on the Issue of a Hostile Workplace

by Fran Goldman  
*Asian and Asian American Studies*



The Statewide Women's Rights and Concerns Committee (WRCC) has been gathering information on issues that fall under the heading of a hostile workplace, something that seems to be quite prevalent on many campuses. While this topic is not part of the agreement between the State of New York and UUP, it is one that the WRCC and its members feel is very important and that has been discussed for some time. The UUP leadership is also helping to support the educational effort that the WRCC is facilitating.

Binghamton University has a harassment policy that can be found on the Human Resources website. According to the website, harassment "is generally understood to occur when the conduct of an individual or group of individuals has the intent or effect of unreasonably interfering with an individual's or group of individual's educational or work environment, or that creates an intimidating, hostile, or offensive environment." However, individuals often are hesitant to report occurrences to their super-

visors, HR, or other authorized personnel on campus for a variety of reasons such as not having a permanent or continuing appointment, or being afraid of retaliation or other forms of harassment.

The three co-chairs are Fran Goldman from Binghamton, Donna Goodman from New Paltz and Vicki Janick from Farmingdale. With the participation of committee members, the WRCC held a retreat in August 2018 in Albany and three workshops at the Fall DA in Buffalo, where we heard about instances of a hostile workplace environment at various campuses. We discussed issues created by a hostile workplace and heard examples from those in attendance of how they were personally impacted as well as occurrences that they knew happened to others on their campuses.

Currently the WRCC is in the process of developing a survey instrument that will go out to the entire membership on this topic. The purposes of the survey are to:

- increase awareness about the issue,
- inform and educate our members,
- use it as a catalyst to begin conversations about the issue, and
- collect data both qualitative and quantitative to measure the instances where a hostile workplace occurs.

Mary Taber, UUP's Research and Policy Analyst, and Jamie Dangler, the UUP Vice President for Academics, have generously offered their expertise in helping the WRCC create the survey instrument. Combined with input from committee members, Mary will do research on the subject of a hostile workplace to develop an instrument that will address the topic.

WRCC members are being asked to contribute sample questions and comments to the survey. It is the goal of the Committee to have a draft copy of the survey ready for review at the Fall 2019 DA, with distribution to the entire UUP membership for responses before the Spring DA. We hope that once the survey is completed and sent to the membership we will be able to gather data about actual behaviors, the perception of such behaviors, and the frequency and the types of behaviors. In addition, it is hoped that the survey will also indicate the consequences of the behavior to the perpetrator (e.g., counseled, disciplined) and victims (e.g., work avoidance, increased intent to quit). If you have any comments or instances of a hostile work environment on the Binghamton campus that you would like to share, please email them to me at frances@binghamton.edu. All information will be kept confidential. 



## Updated Membership Form

\*Full Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

\*Street Address: \_\_\_\_\_

\*City, State, Zip: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

\*Preferred Email: \_\_\_\_\_

\*Chapter: \_\_\_\_\_

*\* Required Information*

**YES!** I request and accept membership in United University Professions/AFT Local 2190 (UUP), and its affiliates, New York State United Teachers (NYSUT), the American Federation of Teachers (AFT), the National Education Association (NEA), and the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO).

I recognize the need for a strong union and I believe everyone represented by a union should pay their fair share to support the union's activities. I hereby request and voluntarily authorize my employer to deduct an amount equal to the regular monthly dues applicable to members of UUP and remit that amount to UUP. I understand that this authorization and assignment is not a condition of my employment and shall remain in effect, regardless of whether I am or remain a member of the union, for a period of one year from the date of this authorization and shall automatically renew from year to year unless I revoke this authorization by completing and sending the UUP opt-out form via U.S. mail during the annual window period of July 1-31.

By providing my cell phone number and signature I am expressly consenting to receive autodialed and/or prerecorded calls and/or text messages from UUP on contract or benefits. I understand that this consent is not a condition of my membership with UUP, its national affiliates or the local organization named above.

\*Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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United University Professions  
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