

The Sentinel

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UUP - Oneonta

February 2008

*"Education is not the filling of a bucket,
but the lighting of a fire."*

- W B Yeats

College Upon a Hill: Oneonta Exceptionalism

Bill Simons, Chapter President



The College at Oneonta will soon have new leadership. This is the time for a full and open discussion of the future. We owe this to our students, alumni, community, and ourselves. Indeed our obligations extend to the nation and beyond — to an imperiled, fragile world. UUP will continue to facilitate this process by hosting additional Vision for the Future forums, publication of the statistical and free response returns of the Quality of Professional Life & Administrative Assessment, a call for chapter members to share their proposals through Sentinel articles, and a sincere welcome to the incoming administration, signifying a new relationship, based on mutual respect, optimism, and collaboration.

The corporate model has failed America, and it is not a good one for the College at Oneonta. Decisions based on short-term returns make it difficult to build enduring strengths. In the Bible, Joseph dreamt of seven fat years, followed by seven lean years. Within a comparatively short time, a declining pool of 18-year olds and other demographics will pose new challenges for the College at Oneonta. In addition to traditional rivalries with colleges in our own sector, competition will increasingly come from expanding university centers and from the growth of four-year programs at institutions of technology.

Make no mistake: greatness is within our grasp, but it needs to be demonstrated, not proclaimed. An overbuilt and overbearing bureaucracy can sap potential. There are ideas, talents, and energies ready to be unleashed. We can — and will — do better. In 1630, Massachusetts' first governor, John Winthrop, while still shipboard, envisioned a "city upon a hill;" President-elect John Kennedy, on the cusp of a New Frontier, repeated those words in 1961. Winthrop and Kennedy burnished the aspiration for exceptionalism. To those of us dedicated to this institution and committed to working with a new administration, let us endeavor to be a college upon a hill.

No individual or group has a monopoly on good ideas. True diversity ought to embrace and welcome divergent thoughts. On a college campus, meaningful and strong debate should not be confined to the classroom. None should fear retaliation for their convictions. The best directions are likely to emerge from dialogue and debate encompassing numerous and diverse voices. Some of the suggestions that follow may find support; others may not. Hopefully they will encourage colleagues to express their vision for the future.

1. Retain and Support Personnel. We are in danger of losing some of our most valued professionals and faculty. Problems concerning workload, compensation, capriciousness, and job security need attention. If these problems are not addressed, mediocrity and attrition of talent will diminish us.

Relentless workload inflation enervates personnel and ultimately diminishes effectiveness. An individual defined solely by their professional responsibilities is a poor role model for students. Other colleges in our sector are moving to a 3-3 course load for faculty — and so should we. We must also continue to add fulltime faculty lines.

Without continued research, teaching lacks content. Funding needs to be increased for professional development; individuals ought not to be subsidizing the cost of their research and attendance at conferences. The Provost's Fund, leaving aside the lack of transparency in its dispensing of monies, does not adequately meet these needs.

Salaries are too low and have declined in purchasing power. There was a time, not that long ago, when new fulltime hires could buy a house in the area; that is generally no longer the case. Many non-management employees have difficulty paying bills for life's basics. And the meager compensation accorded our adjunct faculty reduces some of our colleagues to the ranks of the working poor.

Short-term containment of employee costs, via workload creep, inadequate compensation, and reliance on piecemeal labor, will lead to the long-term loss of talented personnel who will choose to go elsewhere — or, in other cases, it will make it more difficult for some of those who remain to retain the same levels of excellence.

2. Foster Diversity. The demographics of the administration, management, professional staff, faculty, and student body ought

to reflect a wide diversity of nationality, race, ethnicity, religion, economic class, and orientation. Recruiting members of under-represented groups should be a priority for those who truly believe in equity and inclusion. How many African Americans, for example, are there amongst the fulltime teaching faculty? For African-American males, the answer is zero. Significantly augmenting international education and providing more of our New York State students with a study abroad experience would better prepare those we educate for growing economic and informational globalism. Observing that “there is no systematic program to provide linkage between the native students and students from abroad,” UUP Oneonta Vice President for Academics and Fulbright Scholar Robert W. Compton asks, “Why is the retention rate of students from abroad so low?”

The foreign language requirement needs strengthening in terms of offerings and expectations. The ability to speak, read, and think, with depth, in a second language is essential to any genuine multiculturalism — and a valuable tool, which most of our students ought to possess.

3. Honors Program. An expanded, integrated, and interdisciplinary Honors Program would have many benefits. Beyond attracting and retaining premier students, it would provide rich educational rewards to participants. Some practices from the past merit reconsideration.

For example, during my stint as Director of the Honors Program, Dan Casey, then Chair of the English Department, created a freshman semester of interrelated courses. The select freshmen in the Honors Program took courses in history, philosophy, and literature that were coordinated in terms of content and instruction. While students examined ancient Athens in history, they analyzed Plato’s Republic in philosophy and a Greek tragedy in literature. All three instructors met together once a week with the Honors students in a truly integrative seminar that generated memorable discussion. Over time, due to Casey’s leadership, qualified students could take three successive semesters of integrated honors courses. Moreover, honors students had the option of a residential component to their experience by living in the wing of a dormitory reserved for them. Some classes were taught in the lounge of a residence hall. Reflecting on Casey’s creation might lead us to a revived multi-course freshmen or sophomore experience involving integrated Honors courses. With a wise commitment of resources and personnel, the College at Oneonta could develop an Honors Program second to none.

4. Grade Inflation. Grade inflation is a national problem, from the Ivy League to community colleges, and we are not immune from this malaise. Grade inflation fails to make proper distinctions, gives some an unrealistic sense of their standing, may leave students unprepared for evaluations they may encounter in professional schools and job situations, and pressures a segment of the faculty to conform to prevailing practices, rather than their best judgments. Indeed, there are graduate programs and firms that devalue the importance of our grades due to their inflation, and this diminishes genuine achievement. There are no easy answers to grade inflation, but the first step in ameliorating the problem is to acknowledge its existence.

5. Social Service. Yes, the denial of new funding for AmeriCorps is a tough blow. Yet, the Center for Social Responsibility remains one of the great jewels of our College. Linda Drake, the Center’s Executive Director, does a remarkable job of involving students and staff in a range of worthy, benevolent enterprises. Working with Linda, as well as observing her volunteers, on post-Katrina relief in the Gulf, post-flood assistance in our own area, and serving food at Saturday’s Bread, I have come to believe such community service is an essential part of everyone’s education; it provides important perspective on lives different than one’s own, develops leadership skills, fosters emotional maturity, builds solidarity, and connects thought and action. A public college and its students have a special obligation to the betterment of our world. Increased funding and staffing for the Center for Social Responsibility would allow more of our students and personnel to participate in social service initiatives. The College as a whole could designate a special project in which all segments of the campus could participate.

6. Green Campus. And, what might be this collective endeavor embracing UUP, CSEA, PEF, Council 82, Teamsters, management, students, alumni, retired college employees, and the Oneonta community? Perhaps a united campaign will turn the Green Campus from aspiration to reality. I recently had the privilege of attending a presentation by Dr. Nigel Mann, of our Biology Department, at the Delaware-Otsego Audubon Society. With passion, erudition, and humility, Nigel discussed collaborating with his wife, Kim, to preserve species and land in Costa Rica — and to promote responsible eco-tourism. Nigel’s lecture reminded me that we have amongst us remarkably talented and idealistic people to lead the fight for the Green Campus locally. Let us resolve to reduce our carbon footprint, conserve resources, employ new technologies — and innovate. Such an endeavor has the potential to create an unparalleled solidarity at the College at Oneonta, possessed of such energy that it would reach out to animate all areas of campus life. In 1961, JFK pledged that this nation would have an American on the moon by decade’s end — and, in 1969, we did. We too can proclaim and fulfill an ambitious goal. A new administration can through persuasion, hope, and example give priority to the Green Campus. Beyond our own campus, a Green College at Oneonta would, by example, facilitate profound changes in places near and far.

Elsewhere in this issue, Acting UUP Vice President and Health/Safety Officer Tom Horvath, a gifted biologist and environmental scientist, provides initial commentary on some of the technical initiatives needed for the Green Campus. Tom discusses promoting awareness, economic incentives, water usage, sewage, heating, air conditioning, technology, construction materials, transportation, and more. We have a long way to go, but we can succeed if we have the resolve. On the way to the Green Campus, there will be substantial contributions from every component of the College.

7. Commit to the Economic Revitalization of Upstate New York. Governor Eliot Spitzer summons us to a campaign to revitalize Upstate New York. It is a region in need of economic rebirth. Geography to the contrary, it is all Upstate north of NYC, and Oneonta and its environs are part of the problem. Too many of our neighbors lack jobs that provide either a decent wage or health benefits. Many of the best of our young people leave the region. Spitzer calls for SUNY to play a major role in the transformation of Upstate. The College at Oneonta should — and will — respond to this call to service. Challenge and opportunity are linked. As agents of change, we need to integrate ourselves far more into the region's economic infrastructure. Let's create a network of strong partnerships with businesses, financial institutions, foundations, public schools, local governments, media, unions, hospitals, professional offices, and service organizations. We have knowledge and skills to share — as do our potential partners. From collaborations in planning and implementation, synergism will emerge, strengthening the College and the region. Our students will participate in a broader range of on-site instruction, research projects, internships, and volunteerism; they will learn more. Second Wave jobs are gone for good; the College will offer majors, specialized courses, workshops, conferences, and certificate programs specifically designed for local residents to acquire additional skills and/or transition to new employment. Is it time, for example, to revisit a proposal for establishing a physician's assistant program in collaboration with Fox or Bassett? Faculty teaching and research will reach new audiences. With new cohorts of students on campus, an authentic diversity will create conduits across age, income, and life experience. Traditional and non-traditional students will come to know one another, to their mutual benefit. Town and gown will transcend traditional boundaries; we will unite to advocate to the State Legislature for adequate funding for both SUNY and Upstate New York. The College Upon a Hill will create a skilled local workforce that will revitalize existing enterprises and create new ones. The College of choice should be domiciled in a region of choice.

8. Regional Center for the Arts, Culture, and Recreation. We do not live by bread alone. The College also has the potential to be the regional center for arts, culture, and recreation. Our ranks already include superbly talented and accomplished musicians, conductors, artists, actors, directors, writers, filmmakers, and other creative people. They share their own work and that of their students, both of which are impressive. Plays, slam poetry, music in all its forms, lectures, movies, dance, professional entertainers, and athletic contests enrich campus and community life. Nonetheless, looking to the future — our students still need more alternatives to counter the lure of the bar culture, and we could attract additional components of the community to the campus.

When special projects money was available, several colleges in our sector built field houses larger than our own, conducive to an expanded range of activities. We need more floor space to accommodate intramural sports. Ice skating rinks can now be found on a number of SUNY campuses. Between ice skating and hockey, some rinks are open 23 hours a day, closing only for maintenance. A varsity hockey team and intramural squads, maybe augmented by younger faculty members, would add another dimension to campus life. In addition, such a facility would encourage public schools to establish hockey programs and rent our facility — and discover the College. And lots of people enjoy skating. Despite new material covering the concrete, our indoor track, which I as walker have spent many enjoyable hours on, is not suitable for speed running. In addition, we need more pool space for recreational swimming — and a pool deep enough to allow NCAA sanctioned diving competition.

9. Streamline the Administration. We need to reduce the size of an overgrown administration. Let's have more workers and fewer overseers. Senior management positions have proliferated at a geometric rate over the past decade. There are too many vice presidents, associate vice presidents, associate provosts, and presidential designees. Rationalizing and streamlining the management infrastructure would allow for a more responsive and accountable administration. For example, a meaningful realignment of the academic divisions, while necessitating an additional dean, would allow for the elimination of the three associate dean positions. Management sprawl spawns red tape and increased distance between decision-makers and our core mission. Paperwork processed in certain administrative offices disappears, for long periods of time, into a black hole. These conditions stifle creativity and initiative. Moreover, over-funding administrative lines consumes too many of our resources, including monies that would be better directed toward raising the salaries of full and part-time faculty and professionals — and creating more fulltime lines. The money that flows to management salaries, support, perks, and benefits is substantial. Emulating corporate budget practices takes away from educational priorities. A leaner administration could also be a more efficient administration.

10. Reduce Assessment. We must reduce assessment activities. Much of it is gratuitous — and it has spiraled out of control. How many articles, books, conference papers, new teaching strategies, and course revisions will remain still born due to heavy time demands associated with tedious and copious assessment dictates. In private, there are administrators who will tell you that some of the assessment activities are of dubious value, but are undertaken to comply with guidelines imposed from above. As Dilbert reminds us, gratuitous mandates erode energies and elicit cynicism in the workplace. Vigilance is needed against the proliferating paper chase of forms and reports emanating from assessment. As inappropriate corporate models are imposed on academia, paper empires menace intellectual vitality on campus. Dr. Ken Buckman, Director of the University Honors Program at the University of Texas-Pan America, speaks fearlessly about forms of assessments currently in vogue:

Conceiving of education merely as an outcome distorts the ethos of learning, understanding, and teaching. Viewing education

as an engagement between a student and a professor in the transformative process of learning is never reducible to an outcome, but rather is a continual process of self-realization and self-remaking for both student and the professor. Education is not reducible to an item for consumption, but is a capacity for self-responsibility for continually making anew of the self. To look at education as just a measurable outcome loses sight of the educational process as an art that is cultivated in an atmosphere of free inquiry where the outcome is often not predictable and often unanticipated.

On a more parochial level, the College's use of the SPI instrument to evaluate teaching elicits caveats. Teachers need feedback, but usage of the form on this campus is not to garner information to improve teaching but to solicit evidence needed for reappointment, tenure, and promotion. Students and instructors both know this. During the disastrous Vietnam War, Secretary of Defense Robert McNamara engaged in strategic planning based on erroneous statistics concerning enemy killed, numbers that American field commanders inflated to meet the expectations of superiors. McNamara was brilliant — and a fool. Our students and the public deserve better, as do we, than the fog of such practices. How many steps removed are SPI responses from those on Rate My Professor ?

Tough questions remain unanswered. How much does assessment cost in terms of time, personnel, and money? Who is assessing the assessors? Does assessment do what it purports to do? How much assessment is enough? Are our energies better spent?

Conclusion.

*Our best dreams are within our reach. The road ahead calls for engagement, resolve, and courage.
The College Upon a Hill awaits.*

Observations from Southern Africa: Standing up For Justice

By Rob Compton, VP for Academics

[Editor's Note: Fulbright Scholar Rob Compton sent this editorial from an antiquated computer in a public place in Zimbabwe, a tumultuous land, where sanitation, security, and even safe drinking water are concerns.]



Introduction: Greetings from Zimbabwe

Sitting at the living room table and looking out at the beautifully manicured yard from my flat in Mt. Pleasant, Harare, I marvel at the beauty of this place and why I keep coming back. At the same time, a powerful voice in my mind that keeps asking, "How did such a splendid country become what it is today? What is to become of the people of Zimbabwe who struggle with injustice every single day? Al Shanker believed that unions were critical for democracy and that the dearth of the former would lead to the death of the latter. I see the importance of union solidarity in this country and region as being critical to advocating for openness, dialogue, and worker rights here in Southern Africa and in the US. Even small injustices, left to fester and multiply like a cancer, will spread into the lives of people as power becomes more concentrated. I take comfort in UUP Oneonta for being a vanguard for justice and a voice for employee to articulate concerns to management. UUP Oneonta, through its Vision for the Future Forums and the Survey of Administration, has articulated our vision for the campus and perceptions of the state of labor-management relations on this campus.

Normally, I write Sentinel articles on the computer, but this one had to be composed the "old fashioned" way due to the lack of electricity for the past two days. I suspect that inflation is now over 100,000% per annum and exponentially growing so that even the pen I bought was \$1,500,000 and it not gold, but plastic. Prices in Zimbabwe are easily three times (3X) what they are in the US. With a security guard making \$25 US a month in inflated Zimbabwean dollars with only quarterly adjustments, everyday is a struggle for people here. Economic injustice is a part of the landscape here. The political elites all live in homes better than that of the College President, residences serviced by drivers, gardeners, security guards, and a cleaning staff. Through repression, the system continues and people live in economic and psychological fear. Unions in the US have been instrumental in moving us from the "Gilded Age" but even in the US, you can see a return to a new era of a privilege for a few that is growing. Unions are relevant to us in the US too, and with the widening gap between the salaries of management versus the professionals and faculty, we must mobilize and become conscious of these realities.

Unionism in Southern Africa and Oneonta: The Wrong Uses of Administrative Power

Last week, at Durban's University of KwaZulu Natal campus, the National Tertiary Education Staff Union (NTESU) held its tenth year anniversary conference. About eighty (80) union leaders from Kenya, Botswana, and throughout South Africa gathered for this three-day conference on higher education issues and the challenges of reforming South Africa's higher education. Under the able leadership of Sylvia Nkanyuza, National President; Charlotte Mbali, National Secretary; and Sue Higgins-Opitz, National Treasurer; (NTESU) the tertiary union movement in South Africa will become more unified over time. Their tireless dedication despite limited financial and human resources made the conference a real success. Ms. Grace Naledi Mandisa Pandor, the South African Minister for Education expressed

concern about the marginalization of higher education voices due to a lack of unity among tertiary union and the extraordinarily high demands placed on the South African government for service delivery. She said that in this era of globalization tertiary education unions need to articulate a non-managerialist (non-administrative) vision and voice for the future of the country's higher education. She called for greater unified union-centered activity and partnership with administration to effect the ongoing transformation of South African higher education. Ms. Pandor knows. She was a former education unionist leader.

Just like in the SUNY system (including Oneonta), there is a corporatization and bureaucratic rationalization sweeping Southern African institutions. This is creating winners and losers. Less academic freedom, a proliferation of administrators, increased workload, and arbitrary pay increases and/or lack thereof, and expectations of "research productivity" and higher "throughputs" are now part of the South African academic lexicon. Concentrated management power has whittled away at the core of the academic mission in South Africa as resources shift away from the classroom and toward management and their support staff. The administrators have used their knowledge of administrative processes to ensconce themselves as "the mandarins of tertiary education" and control the flow of resources. So even if the government were to provide more funds, how much of it would trickle down to the classroom, the unionists asked. As is the case in the UUP structures throughout the state, some union chapters in South Africa and surrounding countries are dead. They have been beaten down by administration or succumbed to lethargy. Rebuilding locals needs to be the central focus of UUP as it has become for our South African comrades.

At UKZN, the administrative powers used a Tripartite Committee like internal process to weaken the strongest union on campus by summarily relieving the President of the union of his on-campus duties (in essence firing him). At this time, litigation around this case is going forward. So the fact that the Tripartite Committee process was manipulated on the Oneonta campus to destroy or weaken the Chapter UUP should not come as a surprise. The integrity of the committee members cannot be doubted as they came to the proper conclusion, but UUP Oneonta and statewide are concerned about this episode and what precedent this may set. Therefore, UUP Oneonta published a summary of the Committee findings and continues to ask questions at the Labor-Management Meetings about the decisions made and the administration's lack of clarity and timely information about the entire process.

Conclusion

We believe that the way the Tripartite Committee was placed into an unworkable situation and how the SUNY Oneonta administration places chairs in unviable environment points to their lack of concern for our members. We believe that the way this committee was used on this campus was an illegal perversion of the SUNY Board of Trustees policies. We also believe that administration must come clear on this issue and other critical issues. Finally, we firmly believe that the future president of the College at Oneonta needs to be made aware of these transgressions.

For what I am even more convinced of during my brief stay in Southern Africa to date, is that a system of checks and balances of which the union is a part can provide the necessary antidote to what Lord Acton said about power, "power corrupts, and absolute power corrupts absolutely." If you let injustices flow with the water, the entire river will become polluted and we will soon be asking, "What happened here in the US?" As UUP Oneonta President Bill Simons observed, "It takes more courage to criticize injustices on the SUCO campus than to criticize the transgressions of President Bush." Let us work to create a better climate on the Oneonta campus and to reach the point where a genuine partnership between UUP and Management is the norm rather than the exception.

UUP College Scholarships

UUP College Scholarships are awarded annually to outstanding SUNY undergraduates who exhibit dedication to the goals and ideals of the labor union movement. Recipients of a UUP scholarship receive \$2,000. To qualify, a student must display both personal and academic achievement with a minimum grade point average of 3.75, and have a strong record of community service. The process is competitive and is open to fulltime undergraduate students attending a state-operated campus of SUNY. Applicants must have completed at least 16 credit hours at a SUNY campus. One to four applicants will be selected. The application deadline is March 1, 2008.

Faculty are encouraged to inform qualified students of UUP College Scholarships. To obtain an application and learn more about UUP College Scholarships, visit statewide UUP's Web site at www.uupinfo.org/scholarships/scholarship.doc. Applications can also be obtained by calling the administrative office of statewide UUP at 1-800-342-4206 and requesting the document.

Presidential Search: Campus Opinion and the Ad

The January 2008 **Sentinel** included three articles concerning important attributes for the Search Committee to look for in the selection of the next campus president:

I. From Page 4 of January Sentinel:

Presidential Search: Talking Points Concerning Attributes

Created by Philosophy Department

- 1) Academic Pedigree – actual classroom and research experience as an academic at an institution of higher education
- 2) Background in Arts, Humanities or Science (not background in some sort of professional studies nor solely experience as professional administrator)
- 3) Individual who recognizes teaching faculty on campus have different needs from other faculty on campus
- 4) Individual who recognizes need for the college to be more teaching faculty friendly (i.e. better parking, meeting places to enable teaching faculty to participate more fully in multiple aspects of college life and promote greater collegiality)
- 5) Individual who addresses practical teaching faculty desires to get and retain best faculty possible (raises, equity / DSI, salary)
- 6) Individual who is a strong advocate for diversity

II. From Page 10 of January Sentinel

What I Am Looking for in a College President

By John Relethford, Distinguished Teaching Professor, Anthropology

One of my sons started this year as a freshman at SUNY-Geneseo. We all went up to visit him on Family Day in October, and attended a breakfast for all families. This event was hosted by the college president, who began his remarks by introducing himself as “I am a Professor of English and the College President.” I was very much impressed that he choose to identify himself primarily as an academic, and not primarily (or solely) as the college president. This spoke to me about a commitment to an academic background and the centrality of academics in organizational structure and decision making, exactly what I am looking for in a college president.

III. From Page 3 of January Sentinel

Notes on Second UUP Vision for the Future Forum

By Loraine Tyler, Secretary of the Day and Director of Special Events, UUP Oneonta

1. Concerns about the Presidential Search
 - UUP Faculty and Professionals need to be included on the Search Committee
 - Much concern was expressed regarding the search process
 - o Time involved for members and the need for release time
 - o Faculty and professionals without continuing appointment put their career at risk as so much time is spent in the process that will not be spent in doing research, improving curricula, improving teaching, etc.
 - o Questions about the company hired to oversee process
 - o Advocacy for a campus president with a strong academic background
2. Qualities of new president
 - Understands diversity (see #6)
 - We don’t want a President with a business model. We need someone who has an academic background especially to counter the trend towards overemphasis of assessment and accountability
 - Prime requirement — need well qualified person with academic and research background in liberal arts
 - We need a president who places fewer barriers to being creative; many feel the need to “defending their life” by having to jump through hoops to get funding to go to conferences, conducting research and professional development

Below is the ad that appeared:

PRESIDENT SUNY College at Oneonta State University of New York

The College Council of SUNY College at Oneonta invites nominations and applications for the position of President of SUNY College at Oneonta. The President is the chief executive officer of the College and reports to the Chancellor of the State University of New York. SUNY at Oneonta’s mission is to “foster the individual student’s intellectual, personal, and civic development.

The College is dedicated to excellence in teaching, advisement, scholarly activities, and the cultivation of a campus environment rich in opportunities for participation, personal challenge, and service.” This residential, comprehensive College is part of the sixty-four campus State University of New York System. It offers a high-quality liberal arts education with opportunities in professional studies programs. The 250-acre campus overlooks

the scenic Susquehanna River Valley in central New York, about halfway between Albany and Binghamton. In addition to a number of excellent graduate programs on its Oneonta campus, the College also maintains a complex which houses its Biological Field Station and nationally recognized Graduate program in History Museum Studies on nearby Otsego Lake in Cooperstown. We invite visionary leaders to share in the pride we take in the many accomplishments of our students, faculty, and staff by visiting our Web site: www.oneonta.edu.

Priorities for the Next President

The new President of SUNY at Oneonta must be able to address the following principal challenges in collaboration with the faculty, staff, students, College Council, and with the officers of the State University of New York System Administration.

- * Maintaining the College's commitment to academic excellence;
- * Attracting and retaining high quality faculty and staff while encouraging and supporting members of the faculty and staff in their professional development;
- * Promoting and sustaining an environment for student success;
- * Facilitating an intentional process to ensure that strategic planning, master planning and resource allocation work effectively in tandem;
- * Developing and implementing creative initiatives to promote diversity throughout the College and committing to its sustainability in the future;
- * Serving as a leader in the cultivation and solicitation of major donors, managing through staff, all aspects of the development functions;
- * Representing the College effectively as an advocate of the institution and its mission in contacts with all constituencies.

Qualifications

The ideal candidate must possess:

- * Outstanding academic credentials, consistent with appointment at the rank of Professor in one of the academic departments of the College;
- * An earned doctorate commensurate with these academic credentials, a demonstrable history of full-time teaching and research activity, such that this individual will command the respect of the liberal arts and pre-professional program faculty at the College.

The ideal candidate should possess:

- * A passion for the mission of the College and a commitment to achieving the goals of enhancing its position as a college of first choice and a place where academic freedom is cherished;
- * An impressive community service profile and record that will be attractive to and sought after by a variety of organizations within the larger community and region of Oneonta;
- * A successful record of cultivating external relationships, developing partnerships, garnering resources, and obtaining external financial support;
- * A demonstrated ability to raise public and private sector funds;
- * A commitment to public higher education;
- * An ability to formulate and implement a clear vision for the College.

Search Process

Gyres International, which is assisting with the search, invites confidential inquiries, applications and nominations. Applications should include a current curriculum vitae and a letter explaining the applicant's interest in the position and his/her relevant experience. All applications and communications will be strictly confidential. The review of candidates will begin immediately and continue until the position is filled.

Nancy Cook, Managing Director

Gyres International

410-226-5025

sunyoneonta@gyresinternational.com

The SENTINEL QUIZ

By Nancy Cannon, Academic Delegate



At 24 to 42 inches long and weighing in at 13 to 37 pounds, this native New York State mammal is heavily built with a short tail and a ruff around its face. It feeds on rabbits, rodents, deer, and large birds. What is it?

The first person to email Nancy Cannon (cannonns@oneonta.edu) will receive a UUP cap.

The answer to the December quiz,
 “What country is expected to have the most English speakers by the year 2015”, is China.
 The first person to answer correctly was Jay Wood.

UUP Legislative Agenda and Luncheon, Tuesday, February 12th: Call for Volunteers

On Tuesday, February 12, 2008, UUP will host a Legislative Luncheon with members of the New York State Assembly at the Legislative Office Building in Albany. The Luncheon will signal the start of UUP's 2008 campaign for a strong SUNY budget. More Academic and Professional lines do not happen because of wishful thinking — nor do salary increases. UUP advocacy is essential for transforming aspiration into reality. Oneonta chapter members will join sisters and brothers from other UUP campuses throughout the state for the Legislative Luncheon. Beyond its importance in articulating SUNY funding needs, UUP's Legislative Luncheon is an opportunity to learn about New York State government. Thus, in addition to chapter members, UUP Oneonta will invite a select group of student leaders to the Legislative Luncheon. UUP members are urged to volunteer to attend the Legislative Luncheon. The Oneonta delegation to the Legislative Luncheon will depart from the front entrance of Hunt Union at 7 AM sharp and return to campus in the late afternoon. Transportation and lunch will be provided. To facilitate planning, e-mail Bill Simons at SimonsWM@Oneonta.edu if you will be attending the Legislative Luncheon. Advocacy for a strong SUNY is not spectator sport.

UUP's 2008 Legislative Agenda appears below.

Budget Priorities

Restore Full-Time Academic and Professional Faculty Staffing.

- Provide funding for at least 70 percent full-time academic and professional faculty at each campus.
- Provide part-time faculty the opportunity for full-time positions through additional equity allocations to each campus.

Eliminate the State Funding Crisis that Threatens the Vitality and Integrity of SUNY's Hospitals and Health Science Centers.

- Protect SUNY hospitals from privatization.
- Resolve the state-imposed fiscal crisis at the teaching hospitals with a long-term solution that protects programs, jobs, and the public health mission of the hospitals.
- Increase state support to the SUNY Health Science Centers, health science and health-related programs, and other health-related institutions throughout the SUNY system.
- Establish a State University Hospital in Buffalo.

Invest in Campus Needs to Safeguard Access, Quality, Safety, and Programs that Promote Student Success.

- Provide funding for enrollment growth at state-operated campuses.
- Invest in the Technology Sector campuses as they transition to four-year status.
- Fund infrastructure improvements within SUNY, including libraries, laboratories, and information technologies.
- Fully fund the SUNY Opportunity Programs, EOP and EOC.
- Solve the remaining fiscal uncertainties at NYSTI by returning members of the NYS Theatre Institute to 12-month status.

Fully Fund SUNY's Multi-Cultural Initiatives, Especially the Office for Diversity and Educational Equity and its Programs.

Legislative Priorities

Support Equity for UUP Members and Retirees

- Provide unemployment insurance for part-timers.
- Pass the Fair Pay Bill.
- Permanently prohibit public employers from diminishing health insurance benefits to SUNY retirees.
- Support legislation to make Research Foundation Employees public employees.
- Restore Public Employee Rights by Supporting Sovereign Immunity Legislation.

Support Legislation protecting SUNY Faculty and Students

- Incorporate SUNY's Educational Opportunity Centers (EOCs) and the Office of Diversity and Educational Equity, bringing them under Education Law.
- Support Comprehensive Campus Security Legislation that Ensures the Input of SUNY Faculty and Staff in its Development and Implementation.

Enact Socially Responsible Initiatives

- Support Paid Family Medical Leave to All New Yorkers.
- Support Health Care for All New Yorkers.

Food for Thought / UUP Chapter Meeting:**Thursday, February 28th from 11: 45 AM—1:30 PM, Morris:****Examination of New (Tentative) UUP Contract**

The next Food for Thought / UUP Chapter meeting will be held in the Otsego Grille Morris, on Thursday, February 28th from 11:45 AM-1:30 PM, and will feature a presentation on the new (tentative) contract between the State of New York and UUP. Fred Floss (Head of the UUP Negotiations Team), Martin Coffey (Labor Relations Specialist to the UUP Negotiations Team), and other members of the UUP Negotiations Team will present detailed and specific information concerning the provisions of the proposed contract. The process for the vote on ratification will also be discussed. Given the centrality of the contract to terms and conditions of work, this will be a Food for Thought of the utmost importance. Questions and discussion will follow the formal program. This is an important meeting to become informed and express opinion about the proposed contract.

Highlights of the tentative pact include the following salary increases:

- ◆ 3% retroactive to July 2, 2007, or Sept. 2007.
- ◆ 3% beginning in July 2, 2008, or Sept. 2008.
- ◆ 3% beginning in July 2, 2009, or Sept. 2009.
- ◆ 4% beginning in July 2, 2010, or Sept. 2010.



December 2007 Food for Thought

The agreement features other benefits, including:

- ◆ A one-time \$500 service award to employees who will receive permanent or continuing appointments, or a second, five-year term appointment, at their current campuses during each year of the contract;
- ◆ A \$500 service award lump-sum payment to part-time employees who have completed at least eight consecutive years at their current campus;
- ◆ Discretionary salary increases of 1% in each year;
- ◆ A \$200 contribution per eligible employee by the end of the contract to the UUP Benefit Trust Fund; and,
- ◆ A new labor/management program providing tuition benefits to UUP dependents. There will be no percentage increases in the employees' share of the cost of health insurance premiums, with only small increases in their co-pays.

December 2007 Food for Thought



Although Food for Thought has important content, it is also an occasion for respite from the workweek, relaxed collegiality, and fine food. Renew old ties and forge new ones by joining your colleagues in convivial gathering and expression of solidarity. Your union looks forward to greeting you. For additional information or if you have questions, please contact UUP Oneonta President **Bill Simons** (x3498, SimonsWM@Oneonta.Edu); VP for Professionals **Norm Payne** (x2021, PayneNE@Oneonta.Edu); Acting Vice President for Academics **Tom Horvath** (x3899, HorvatTG@Oneonta.Edu); Acting Secretary **Gina Keel** (x3505, KeelGL@Oneonta.Edu), Professional Delegate **Janie Forrest-Glotzer** (x2005, ForresJL@Oneonta.Edu); or Academic Delegate **Nancy Cannon** (2160, CannonNS@Oneonta.Edu).

UUP-Management Meeting: January 25, 2008

On January 25, 2008, there was an off-the record meeting between UUP and Management. By mutual agreement, there will not be published notes for this session, other than to document that such a meeting took place.

Voice of the Adjunct: The Exploitation of Academic Labor

By Darwin Davis, Adjunct Lecturer, Sociology & Women's and Gender Studies

Greetings! I have wanted to write something for our union paper for a long time. Now is a good time for me to talk about the pay inequities of being an adjunct, because I am going into the time of year when I have to live solely on what I make from SUCO.

I have been teaching at SUCO for almost 15 years. I came as a lecturer in Sociology, and I stayed on to work as an adjunct in three additional academic departments. I teach at SUNY Delhi and I wait tables at area restaurants as well. I usually only teach at Delhi during fall semesters, so when spring semester arrives, I have to support my child and me on the pay I receive from teaching three classes here at SUCO.

After taxes and other fees, I bring home \$604 every two weeks. When I teach at Delhi, if I teach three classes, I bring home an additional \$525 every two weeks. That means that during fall semesters, I make a little over \$500 a week for teaching six classes. Last semester, I taught three composition classes at Delhi. I had about 140 students all together. Now that it is spring, I will have to survive on \$302 a week. I am teaching three classes with generous enrollments. In addition, at the end of spring semester each year, I have to pay for health insurance for the summer. So, three health insurance payments are taken out of three consecutive paychecks. This leaves me with a little over \$200 a week. This usually happens in May and early June. I rent an apartment for \$700 a month. My utility bill is about \$130 a month; phone is \$95 and car insurance is \$70.

Last year, the restaurant where I had been working during the winter for several years closed, and I was not able to find another job. Somehow, my son and I got through that winter even though my car broke, and we had to walk and take public transportation for several months.

Sometimes it is really hard to not obsessively worry about not having enough money to survive each month. One way I cope is to incorporate critical discussion of class issues into my courses. I talk a lot about class inequities in all of my classes and about absurdities like the fact that people can work at colleges and not make enough money to support their households. No gratitude comes from administration either. Last year, I applied for a discretionary pay raise and did not get it. In fact, I did not even get a response to my application. I am also asked to do extra work in order to prove that my classes are meeting State Gen Ed requirements. For the past three years, I have been "randomly" selected to fill out Gen. Ed forms on each of my classes. These forms are sent from the State (via the Dean). The forms are supposed to be computer generated, random selections of classes, but they are issued to me every year. I wonder why I keep being selected to do this extra work. I have enough work to do without having to worry about these forms.

My classes are usually well attended. Once in a while I have a class with which I do not mesh, but mostly students sign up for and attend my classes. Usually, the semesters go fine. Over the years, I have had a few classes that have not "gone" in the summer because of low enrollment. Summer classes have to have at least 12 students enrolled. When one of my summer classes gets cancelled because of low enrollment, I have to scuffle to recover the \$2500. Losing this money in the summer is disastrous for me and my son.

Usually, my classes are full which means that I am not only teaching a full time class load, but I am also teaching filled classes. I teach online classes in the summer with caps of as much as 30 students. In all of my classes, students have to write papers and responses to readings and films, facilitate readings, attend regularly and participate. I have been told by other teachers that I should give multiple choice tests and make things easier for myself. I can't do this, because I feel obligated to encourage student literacy, so I make students write and I read their papers. I read every word of their papers each semester.

I do not understand how universities can rationalize pushing for higher tuition rates and not pay teachers enough money to support their households. Many times, when I have served administrators from SUCO at the various restaurants where I have worked, people who make six figure salaries, I have wondered if they even think about the unfairness of this whole thing. I have often daydreamed about switching places with them so that they would be able to feel what it is like to live my life, when on many days I have to teach while not having enough money to buy food for my child.

The exploitation of academic labor is a symptom that reflects the commodification of education. Teachers and administrators complain that students lack intellectual curiosity, but we cannot expect students to have the desire to learn for the sake of things like self actualization, personal growth and love of learning when the very structure within which we work and they study is more concerned about profit than about the well being of the people who maintain it.

Grievance Report: The Grievance Process

By Renee B. Walker, Grievance Officer

I must admit that I didn't really know what I was in for when Bill Simons asked me to serve as Grievance Officer while Paul Conway was on Sabbatical during the 2006-2007 academic year. However, I knew that I would have the support of Bill and Rob Compton, as well as other officers of UUP, while I was learning how the process worked. It has definitely been an enlightening learning experience!

The first and most important lesson I learned is that the grievance process is specifically for violations of the contract between United University Professors and the State of New York. More specifically, a "grievance is a dispute concerning the interpretation, application, or claimed violation of a specific term or provision of..." the contract (Article 7.2a). This obviously includes a broad range of important issues addressed in the contract, such as discipline and personnel files.

Another important lesson is that whether or not a person ends up filing a formal grievance, it is usually a very emotional and upsetting event that prompted the grievance and it is important to be as supportive as possible. Learning the contract and determining whether an offense is a grievance or not is particularly difficult. Luckily, we have a top-notch labor relations specialist: Dennis Selzner. Dennis has been particularly helpful as I continue to learn the contract and take workshops on the grievance process.

It is important to contact Bill or me immediately when an offense occurs. Many grievance procedures have a timeline, so time is of the essence. For example, once an evaluative file is submitted to the College President (having gone through the committee, Dean and Provost) and a person wants to compose a statement about any item in that file, that person has five business days to do so.

In sum, it has been a privilege to serve as Grievance Officer and I hope to continue to do so to the best of my ability. The grievance process is an extremely powerful tool for protecting our rights and it is always best to check to see if an offense is a grievance immediately. If it is not, there are often many other avenues to pursue through the Union to rectify matters.

Betty Tirado and Mark Rice:

UUP Appointments to the Employee Assistance Program Committee

Ms. Elizabeth M. Tirado and Dr. Mark E. Rice will be the two UUP representatives to the Employee Assistance Program (EAP) Program. UUP is appreciative that these two talented and dedicated UUP professionals have accepted appointment as the union's representatives to the EAP Committee. Mark is the Director of the Counseling Center, and Betty is the College Accountant.

EAP is a confidential referral service available to College employees. Although it does not provide on-going counseling, EAP provides informed referrals concerning financial problems, selection of an attorney, child care, elder care, hospice, substance abuse treatment, individual and family psychotherapy, mediation, and other important services.

Mark and Betty will periodically keep Sentinel readers informed of EAP services and contact information.

In addition to UUP's two appointments to the EAP Committee, the following groups also appoint representatives to the board: management (2), OSA (1), CSEA (3), Council 82 (2), PEF (1), and Teamsters (1). EAP Committee members are "appointed by the appropriate labor and management head and shall serve for two years...Election of Chairperson and Vice-Chairperson and Secretary shall be by majority vote of the members present."

Greening Oneonta: Our Campus and the Environment

By Tom Horvath, Acting Vice President



It's difficult thinking about a green campus given all the snow on the ground. However, SUCO is greener than many of us may think.

President Donovan made it possible for a group of faculty, students, and administration to attend the first SUNY Conference on Sustainability put on by the SUNY Senate. This very worthwhile 3-day conference discussed initiatives being implemented throughout the SUNY system intended to reduce energy consumption. Given the rising costs of fuel, economic incentives are likely driving these initiatives, but environmentalists are, or should be, enjoying the ride. I was fortunate enough to attend, and that gave me a chance to talk at length with Tom Rathbone and Scott Barton from Facilities. They shared many data that the College has on how well we are doing in terms of energy conservation. I highlight a few of those data here.

1. We are saving massive amounts of energy by improving the efficiency of heating water to produce the steam that heats buildings on campus.
2. Water and sewage use is down 34% since 2002-2003. We're not in an area where water conservation is paramount, but it is nice to know that we are not simply abusing the natural resource. This reduction is certainly financially driven, but an environmental benefit is gained as the waste water treatment facility can use less energy in processing the wastes.
3. The campus is doing a good job replacing energy-hog computer monitors with flat panel monitors that use less energy and produce much less heat waste. Fluorescent bulbs are replacing incandescent across campus. Heating and air conditioning systems are being retrofitted to improve efficiency.
 - a. 2006-2007 showed the first reduction in energy consumption on campus (about 1% reduction).
4. We're using more natural gas and hence less heating fuel, and that improves our greenhouse gas emissions.
5. Building roofs are being improved to make them more energy friendly.
6. Hybrid vehicles are entering our campus fleet of cars. Request one the next time you request a campus vehicle.

Facilities are always looking for ways to save money, and these days that means reducing energy consumption. Finally! Economics and environment are working in the same direction (at least in this case).

The campus has also formed a formal/informal (we're not exactly sure yet) group of like-minded people to begin discussing how we can improve the campus environment both physically and socially. By the way, if you are interested in such a group, drop me an email. We're discussing how the campus can focus on environmental issues given that Earth Day is coming up. Look for events and guest speakers this semester.

We can be proud of the changes outlined above, but no resting on laurels. We still have much to improve on, and even attainable small steps would help. For example, I hear from you that a paper recycling program in ALL the buildings would be appreciated. This is especially true in Fizzle Hall. During Biology's exile from Science I, I noticed for the first time the standard blue recycling bins next to garbage cans in our temporary digs in Denison. Oddly enough though, I don't have the impression that anyone is sorting the paper I put in the bin from the garbage I put in the can. It seems the disincentives for recycling in the Oneonta area are still manifest on campus. Facilities, although doing a bang-up job on the large projects, could improve on small scales. I see way too many gas-powered utility vehicles buzzing around campus (note: Tom Rathbone is most often seen in electric vehicles). Would it be possible for many of these trips to be done on foot or bicycle?? Small changes may not seem like much, but they would not go unnoticed. Remember, we are impressing social norms on future generations that pass through our campus.

One of my favorite Steve McQueen lines paraphrased here: It's like a fellow I knew that jumped off a 5 story building. At each floor they heard him say, "So far So good". First one to name the movie will win a prize (email me). We're moving in the right direction, but we still have a ways to go.

Hmm, I wonder if this copy of the Sentinel is done on recycled paper, and will end up recycled or in the county landfill after you read it??

Workshops for UUP Professionals: Salary Increase and Promotion Procedures

There were important workshops for UUP Professionals on (1) Tuesday, January 29, 2008, from 3-4:30 PM in the Butternut Room, Hunt Union; and (2) Monday, February 4, from 12 noon-1:30 PM in the Butternut Room, Hunt Union. At these workshops, the new application packet for applying for salary increase and promotion were distributed. Food was provided at the February 4th workshop. All UUP Professionals were urged to attend either the January 29th or the February 4th Workshop but not both.



The workshops were conducted by UUP Vice President for Professionals Norm Payne and NYSUT Labor Relations Specialist Dennis Selzner. Questions about the workshops should be addressed to Norm Payne at paynene@oneonta.edu

What's the Purpose? The VOTE COPE ANSWER

By Kyle Britton, Director, VOTE COPE



Life is so short but realistic to say the least. We conceal so many secrets from each other; other wise known as our personal security/privacy. I have an issue with people thinking there is no security, or no sense of security being felt for all Academic and Non-Academic Professionals. What's the purpose of teaching, or providing technical assistance to others if there is no given reason why we do what we do, while preparing others for their own jobs, which may one day take our jobs, if we have no job security!

I bet right now you are reading this article or call it a rant for the month, saying to yourself. "What does this have to do with Vote-Cope?" Well, you must've read my mind, because the purpose of Vote-Cope is to provide all UUPers and NYSUT Professionals away to voice your opinions on your job, your retirement, your health care, and your other important concerns. Let's face it, yeah we don't pay \$24 at the voting both to vote for a president, but rather we pay our elected officials to make final decisions on our behalf through other means.

Readers understand me! To change we must want change, for better results, firmer resolutions, and stronger outcomes in Albany and Washington. Remember, 'We' can overcome anything together as one in solidarity! Join your brothers and sisters in UUP and NYSUT! Donate the \$24 /per year to Vote-Cope. It's for your benefit, and this could be your purpose!

PLEASE RETAIN FOR YOUR RECORDS

VOTE/COPE is the non-partisan political action fund of UUP and its affiliate, New York State United Teachers. It coordinates the voluntary contributions of members and makes contributions to UUP/NYSUT-endorsed candidates and to UUP/NYSUT-supported general campaign committees.

VOTE/COPE funds, by law, are kept separate from those of NYSUT and UUP.

Contribution Per Pay Period: _____

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AUTHORIZATION FOR VOLUNTARY DEDUCTION

Effective no earlier than _____ (enter date). I hereby authorize regular payroll deductions from my earnings in the amount specified below as a voluntary contribution to be paid to VOTE/COPE, to be used in accordance with applicable law for the purpose of making political contributions in connection with Federal, State, and local elections. My contribution is voluntary, and I understand that it is not required as a condition of employment, and that I may revoke this authorization at any time by giving written notice to the Treasurer of United University Professions.

Contribution Per Pay Period (Circle One) \$1 \$2 \$5 \$10 Other: \$ _____

Signature _____ Date _____

Editorial: Course Load Reduction Figures for Spring 2008

The course load reductions granted by management for Spring 2008 are noted below by division and by department. Aside from *Management, Marketing, & Information Systems* and *Economics, Finance, & Accounting*, only one individual received a course load reduction in the Division of Behavioral and Applied Science for the Spring 2008 semester. Make no mistake: UUP strongly supports the 3-3 course load for *Management, Marketing, & Information Systems* and *Economics, Finance, & Accounting*; indeed, UUP strongly advocates 3-3 as the normative workload for all fulltime faculty. For the Division of Social Science, the figure was six. Clearly the outgoing administration has failed to address the issue of faculty teaching loads in a serious manner. This is to the detriment of our students and to the future of our institution. In order to retain talented, young scholars, Oneonta needs to move, as other colleges in our sector have, toward 3-3 as the normative course load. UUP hopes to collaborate with the new administration on this issue.

Dr. Robert W. Compton, UUP Oneonta Vice President for Academics and a Fulbright Scholar, addresses this issue with insight and courage:

Over the past five years, UUP advocated for and eventually the College President endorsed a program for course load reduction as specified in the Faculty Handbook, p.25. As a pragmatic leadership, UUP thought that this fell short of the 3-3 load but nonetheless we believed that we reached a win-win solution through partnership with the administration. UUP urged people to apply and many faculty members received reductions in teaching load since the inception of the program. However, as our recent Labor Management notes indicate, we have serious questions about the veracity of this program and many unanswered questions. At this time, we can no longer, in good conscience, term the program effective. The concerns of faculty have not yet been adequately addressed. That is why we call on the incoming administration to begin a meaningful dialog to move this great College to the next level by enacting a plan of action to move us toward a respectable 3-3 load.

Is it possible for college to operate efficiently and without additional cost, have the faculty focus on teaching and pursue an active research program, and maintain a reasonable standard for tenure and promotion based on a 3-3 load? Emphatically, UUP says yes!

The administration believes that we are within reach of the status of SUNY Geneseo, where faculty teaches 3-3 or New Paltz (3-3), also. If we are to become the "Geneseo of the East," it is critical that we address this problem of workload. This problem exists within the professional ranks too and we are aware of that issue.

There are two types of liberal arts and comprehensive colleges. Those that are mundane, operate like a business, and seek to reduce student educational cost and I would say faculty creativity all under the guise of "prudent fiscal management." The best liberal arts colleges attract creative scholars who are dedicated to teaching and service and look to research to invigorate their classrooms. These colleges and universities follow a 3-3 load. Even Hartwick (I believe we are infinitely better than them) has a lower teaching load than we do. Frequently, the major drawback for recruiting and retaining faculty is the heavy teaching load. In addition to New Paltz and Geneseo, Buffalo State; Brockport; Potsdam; and our rival to the West, Cortland (aka the other Red Dragon) have made 3-3 the normative load. Clearly our faculty are at a research disadvantage. I need to tell you that research expectation in our fields have increased exponentially over the past twenty years. As the college went to a 4-4 normative load in the 1990s, research expectations experienced a commensurate rise.

The time to dither is over and the time for serious discussion and a move to implementation is in order. Continued reliance on the antiquated and market driven 4-4 load impacts the college, faculty, and students negatively. UUP Oneonta believes that this issue is likely to set the legacy of the incoming administration.

Full-Time Faculty Course Load Reduction Numbers by Department within Division

Spring, 2008	
<i>Behavioral and Applied Science</i>	<i>Science & Social Science</i>
<u>Department</u> <u>Number</u>	<u>Department</u> <u>Number</u>
Elementary Education & Reading 1	Africana & Latino Studies/Anthropology 1
Management, Marketing & Information Systems 8	Chemistry & Biochemistry 1
Economics, Finance, & Accounting 8	Earth Sciences 1
	English 1
	History 1
	Physics & Astronomy 1
Total approved for BAS 17	Total approved for SS 6
	Total approved for Spring, 2008 23



PT Concerns Report

By J McDermott, Part-Time Concerns Officer

It's been a quiet winter. There was a brief PT Concerns Labor Management meeting in December. It centered on getting Form -140 Tuition Waivers made available to part-timers/ adjuncts. It is currently not the policy on the Oneonta campus to make Form-140 waivers available to part-timers, and the meeting allowed UUP to provide evidence that other campuses in the SUNY system do allow such applications. Management took the materials under consideration, and the subject will be taken up again at a later meeting.

Keep your eyes open for the UUP Contract team's visit to Oneonta. That will be your opportunity to ask questions about how the tentative contract applies to part-time and adjunct employees. The vote will come sometime after the campus visits end.

Are you a UUP member?

Teri Weigl, Membership Director



It's that time of year! The start of a new semester brings new faculty and staff to campus. Here's a bit of information about UUP membership for our new faculty and staff, and a reminder to those who may have been on campus a while but aren't sure if they are a member. This year is particularly special, since we will be voting on a new contract. If you are not a member of UUP, you cannot vote on the contract.

UUP negotiates with New York State on behalf of all SUNY academic and professional faculty. UUP also provides benefits to all members of the bargaining unit (like Dental and Vision, Free Group Life Insurance, etc.). Our Chapter here at Oneonta is working on several labor management issues, including part-time faculty concerns. As you know, there is strength in numbers.

Remember that you are not automatically a member of UUP, you must complete and sign a membership form. There will be no additional monies taken out of your paycheck (you are already paying an "agency fee" from your check if you're not a member). Having a large membership, especially including part-time faculty, gives us stronger bargaining power both at the state level and the chapter level here in Oneonta (to address issues on campus).

Whether you are part-time or full time, even if you think you are a member – check out your pay stub. If you have dues taken out under "membership", then you are a member. If you have dues take out under "agency fee", then you are not a member yet. If you are interested in becoming a UUP member, please contact the Oneonta Chapter Membership Chairman, Teri Weigl, at x3079 or email weiglta@oneonta.edu.

PLEASE RETAIN FOR YOUR RECORDS		UUP Membership Application	
<p>You are not a member of the union until the UUP Administrative Office receives your signed membership application.</p> <p>All Professional Services Negotiating Unit members pay an agency fee equal to union dues, even if they do not join the union.</p> <p>Signing this card will not change the union deduction from your paycheck, but it gives you the right to:</p> <ul style="list-style-type: none"> • vote on the collective bargaining agreement; • attend union meetings; • hold union office; and • elect union leaders on your campus and choose your representatives at the state and national levels. <p>Date Signed and Mailed: _____</p> <p>UUP, P.O. Box 15143, Albany, N.Y. 12212-5143 (800) 342-4206</p>		<p>Last Name _____ First _____ MI _____ Soc. Sec. No. _____</p> <p>Street Address _____ Birth Date ____/____/____ E-mail _____</p> <p>City, State, Zip _____ Home Phone _____</p> <p>SUNY Department _____ SUNY Title _____</p> <p>Signature _____ Gender _____ Date _____</p> <p><small>Annual membership dues in United University Professions are 1 percent of employee's basic annual salary for employees at or above the minimum salary negotiated for the bargaining unit; nine-tenths of 1 percent of employee's annual salary for employees earning less than the minimum salary negotiated for the bargaining unit.</small></p> <p style="text-align: center;">Payroll Deduction Authority for UUP Membership</p> <p>TO THE COMPTROLLER OF THE STATE OF NEW YORK: I am a member of or apply herewith for membership in United University Professions and I hereby authorize you to deduct from my salary and to pay over to United University Professions on a biweekly basis the above-stated dues in said organization. Such authorization is made in accordance with the provisions of Section 6a of the Finance Law. You are further authorized to make any adjustments in said deduction as may be certified to you from time to time by UUP. I hereby authorize United University Professions to act as my exclusive representative for the purpose of collective bargaining and in the administration of grievances. I understand this order may be revoked at any time by written notice to you to discontinue deductions for membership dues.</p> <p>BE SURE YOU HAVE SIGNED THIS CARD and mail to UUP, P.O. Box 15143, Albany, N.Y. 12212-5143 Dues paid to United University Professions may qualify as business expenses and may be deductible in limited circumstances subject to various restrictions imposed by the Internal Revenue Code.</p>	



Field Experience: The New Hampshire Primary 2008

By Gina L. Keel, Acting Secretary and Disabilities Officer

Two vans with fourteen students and one professor entered the town of Concord, New Hampshire at mid-day on Monday, January 7. It was the day before the primary vote and we were ready for a political adventure. As we drove down Daniel Webster Highway, a Ron Paul banner streamed next to us, pulled by a small plane. Traffic sprung up on Main Street; we approached the State House and throngs of demonstrators, campaign volunteers and media. Huck and Chuck were meeting voters and media at the Barley House pub across from the State House. Ron Paul's volunteers were everywhere; they got us to "honk for freedom" and our participation began. Fortunately, our hotel was only one block from the action.

We just missed Huck and Chuck, Paul's family was next at the pub, but several students did proclaim the Huckaburger superior. John McCain's Rally at the State House was our first main event on this 5-day field experience, which launched a spring special topics course "Presidential Election Campaigns." McCain was late; they would all be late over the next two days of candidate events. We watched the volunteers, media and the interest groups—pro-education, pro-health, anti-global warming, anti-war, anti-Zionist. The American Friends Service Committee won my vote for the best banners—colorful, on 15-ft. poles, arguing "One Day of the Iraq War = 163,525 People with Healthcare." We would also see Santa and a snowman highlighting global warming issues on this nearly sweaty day in Concord, while a melted ice shelf fell from the portico onto a child and a senior during the rally. John McCain arrived to chants of "Mac is Back," waving mini-flags, and extreme jockeying by supporters and media to get close to him and Cindy at the foot of the granite stairs. This was the first, but not last time, we would feel more excitement during the lead up to a speech than during remarks. Only Barack Obama would live up to audience expectations with fine rhetoric that day. Students received journal and interview assignments from me and voted on which campaign events to attend. Delays forced us to cut a house meeting with Elizabeth Edwards on the seacoast that afternoon, but we attended a prime-time Hillary Clinton speech at Salem High School and a late evening rally and speech by Barack Obama at Concord High. Senator Clinton's message that night, "politics of fear has paralyzed us" from fixing problems and enlisting government, led to her challenge of "When did America become a can't do country?" Her moments of inspiration were followed with perhaps too many wonky policy specifics and an endless Q&A, but the candidate and the audience (lots of families) were earnest. Several students met Hillary, spoke to her and took photos in the school cafeteria. The caravan returns to Concord and a long hike to the Obama rally. We are surprised by long snaking lines around the big brick complex, another wait but with a charged atmosphere akin to a tailgate party—Lots of "Fired Up...Ready to Go" chanting and drive-by antics outside. We were excited to make it inside the gym (many were turned away at previous events) and students scattered for good placement. I experienced sensory overload: a sea of red, white, blue, a youthful

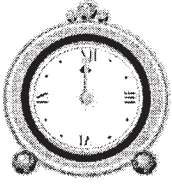
majority, some salt and peppered progressives, and “Livin’ in America” roaring from well-placed speakers. Channeling Dr. King by invoking the “fierce urgency of now,” Senator Obama urged a “different kind of politics” that captured the “spirit” of this generation. “If you believe...” then change is possible, bottom up change. He promised to end the Iraq war in his first term as president and called for accountability of the president and congress to the people. That night’s passion for Obama was palpable, and most of us were sure he was going to win the next day.

Primary Day brought lots of activity for the students—visiting candidate offices, conducting interviews with volunteers and voters, analyzing media coverage in the streets and via television, Internet, and print. We discussed and they voted on which candidate parties to attend that night. Most wanted to see different candidates, and only one wanted to see Romney (Republicans other than McCain were a hard sell). I took students to see Senator Edwards in the mills at Manchester, others went to Obama and Ron Paul events. The Edwards event was a bit sleepy at first, dominated by media. I chatted with Steel worker union members from the northeast and watched the early results come in. Organizers would rally the small crowd at various points and a least one celebrity with working class roots spoke on the candidate’s behalf. The vote tallies stunned onlookers—not only was Edwards well back, Hillary was also beating the leading candidate for “change.” Elizabeth Edwards thanked volunteers that had become “family” and John Edwards thanked union supporters from SEIU and the Carpenters. Candidates don’t concede races anymore. Edwards was “still fighting” and stuck to his anti-corporate, populist message that sounded like old-time Democratic politics.

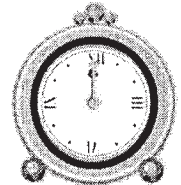
We were wrong and the pollsters were wrong about the Democrats (although Obama beat Clinton in Concord, and western and northern parts of the state). Clinton beat Obama by 3% of the vote; McCain beat Romney by 5%, and the other candidates lost by big margins. Both political veterans succeeded perhaps through tireless campaigning and deeper connections in the state than their rivals. They were great competitive races to follow; we look forward to future contests this semester and an exciting general election in the fall. Immersion proved an effective teacher. We gained respect for all of the candidates (who spent time in the state) and their dedication to retail politics, and admiration for the voters who kept attending town halls, answered reporters’ and pollsters’ questions and turned out to vote in record numbers (nearly 80% in some wards). Viewed up close, the candidates seem to make each other better on the issues and by testing character. We found a few days on the trail grueling; it is hard to imagine constant campaigning for more than a year. It was sad not to leave with the candidates and press for South Carolina and other venues. We spent the remaining days exploring the primary-themed exhibits at the Historical Society, visiting historic Portsmouth and Manchester, and meeting with Secretary of State Gardner and his Deputy. We were present for the first recall request, by a fringe candidate who perplexed students. Secretary Gardner was not surprised by the results, since polls were wrong in New Hampshire in 2000 when McCain “blew the doors off.” He also told us that New Hampshire has more recounts than any other state, in part because it is easy to request, affordable and transparent, but that its system of paper ballots and optical scanners has proven highly accurate. Disabled voters are aided by a simple telephone-based keypad system that allows them to vote privately and independently.

The lessons of New Hampshire seem to be that retail politics is alive and well, voters love their independence right up into the voting booth, and voters usually reward the candidates who have done their homework and been present. Not bad principles. Thanks New Hampshire for serving the nation in our quest for a new president, and for welcoming inquisitive strangers.





*It's a New Year!
The perfect time to review
your life insurance needs!*



**Have you considered what you will do when
your term life insurance decreases or expires?**

The NYSUT Member Benefits Trust-endorsed WrapPlan® Term Life Insurance Coordination Plan may be the solution. The WrapPlan can be designed to meet your specific goals and those of your loved ones. If you are between the ages of 45—65, now is the time to think about the amount of insurance protection you will need to meet your financial goals after retirement. The WrapPlan can provide funds for estate taxes and financial peace of mind for your family.

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The WrapPlan includes: Terminal Illness Provision, Disability Waiver, Portability, Guaranteed Interest Rate, Convenient Payment Options including payroll deduction (where available), pension deduction and individual billing. In-Service members may qualify for **Guarantee Issue coverage up to \$100,000** with no medical exams or blood tests required. Higher coverage amounts are also available as well as spouse coverage and a level life insurance benefit for certified domestic partners. *(This is a brief description of the benefits, features, and underwriting aspects of the WrapPlan. Please return the tear-off section below or call the toll-free number to obtain complete information on the features & benefits and to see if the WrapPlan may fit into to your insurance portfolio).*

The Transamerica Financial Life Insurance Company's WrapPlan is a NYSUT Member Benefits Trust (Member Benefits)-endorsed program. Member Benefits has an expense reimbursement/endorsement arrangement of 6.5% of first-year premium and 0.195% of renewal premium, with a guaranteed annual minimum amount of \$100,000 for this program. All such payments to Member Benefits are used solely to defray the costs of administering its various programs and, where appropriate, to enhance them. Member Benefits acts as your advocate; please contact Member Benefits at (800) 626-8101 if you experience a problem with any endorsed program. Agency fee payers to NYSUT are eligible to participate in NYSUT Member Benefits Trust-endorsed programs. *Agency fee payers to NYSUT are eligible to participate in NYSUT Member Benefits Trust-endorsed programs.*

New Year's Resolutions

- ✓ Spend more time with family & friends
- ✓ Eat healthier
- ✓ Exercise regularly
- ✓ Quit smoking
- ✓ Learn something new
- ✓ Help others

WrapPlan Term Life Insurance Coordination Plan



Name: _____ DOB: _____

Address: _____ City: _____ State: _____ Zip: _____

Home Phone: () _____ Work Phone: () _____ E-mail: _____

Employer: _____ Work Hours: _____ Best time to call: _____

Current Term Life Insurance Amount: \$ _____

Type of coverage: NYSUT Member Benefits Trust-endorsed Employer Benefit Fund Other: _____

Please mail to: USI Affinity, Administrator P.O. Box 505, Matawan, NJ 07747 or, if you prefer, call toll-free at 1-866-NYSUT-WP (1-866-697-8897) ext. 5308 to speak with a licensed representative.

The Sentinel and Websites

Editor's Note:

Statements made in *The Sentinel* do not necessarily reflect the opinion of UUP or any of its statewide representatives.

To read past issues — as well as the current edition — of *The Sentinel* on-line, go to www.uuphost.org/oneonta. This site also includes other material concerning UUP Oneonta.

The statewide **UUP website** is located at www.uupinfo.org It contains information about members benefits and many other important topics.

Touchdown Italian Chili



Ingredients

- 1 pkg.(19.76 oz.) Johnsonville® Italian Sausage Links
- 1 cup chopped onion
- 3 celery ribs, cut into ½-in. pieces
- 1 each large sweet red, yellow and green pepper, cut into 1-in. pieces
- 1 Tbsp. minced garlic
- 3 Tbsp. olive oil
- 3 cans (14-1/2 oz. each) Italian recipe stewed tomatoes
- 1 can (16 oz.) dark red kidney beans, rinsed and drained
- 1 can (15 oz.) butter beans, rinsed and drained
- 1 can (6 oz.) tomato paste
- 3/4 cup sliced black olives
- 1/4 cup cream sherry, optional
- 1 Tbsp. chopped fresh basil
- 1-1/2 tsp. baking cocoa
- 1/2 to 1 tsp. pepper

Directions

Grill Italian sausage according to package directions; cut into half moon slices and set aside. In a soup kettle, sauté the onion, celery, sweet peppers and garlic in oil until tender. Add sausage and the remaining ingredients; bring to a boil. Reduce heat; cover and simmer for 20 minutes or until flavors are blended.

* Sprinkle chili with grated Asiago, Romano or Parmesan cheese.

Yield: 12 servings.

Suggestion: Try Hot Sausage for added flavor.

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(d = delegate, o = office, h = home)

