



The Sentinel

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UUP - Oneonta

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"A fall into a ditch makes you wiser"

- Chinese Proverb

Where's Oneonta on SUNY's PHEEIA Map?

By Bill Simons, Chapter President



The Public Higher Education Empowerment Act (PHEEIA) proposed by outgoing Governor David Paterson would undermine the SUNY system. Reasons for defeating this misguided proposal are set forth in the UUP document below---and in the assertions of PHEEIA proponents.

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

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

Consider the following as you think about this question:

- ▶ PHEEIA reflects a "flagship" model that runs counter to SUNY's mission. Oneonta and the other comprehensive colleges and technical institutions are marginal to the plan.
- ▶ PHEEIA relies on tuition as the main source of revenue growth. How will Oneonta fare over the long run if our tuition levels get closer to the tuition of private institutions, especially given the extensive scholarships privates can offer?
- ▶ **Should SUNY be privatized?**
 - PHEEIA will transform the nature of our public university system through the following major changes in the relationship between SUNY and the public:
 - Tuition would be taken "off budget," which will hasten the decline in state support for SUNY institutions.
 - Tuition would no longer be restricted to supporting the academic mission of colleges/universities.
 - State oversight for leasing campus properties and entering into public-private partnerships would be substantially reduced.
 - The State would be freed from funding salary increases and covering fringe benefits.
 - Contracts for service and leases would be removed from State Comptroller or Attorney General oversight, potentially allowing outsourcing and use of non-union labor that is not subject to prevailing wage.
 - Outside agencies could build or lease property for purposes not related to SUNY's academic mission on SUNY land – just to avoid paying property taxes.

SUNY'S PHEEIA "SPIN" – ARE YOU DIZZY YET?

SUNY claims that PHEEIA will generate \$8.5 billion in **non-state funding** for construction over the next 10 years but has not provided requested analysis and documentation to support this assertion. Where will that money come from?

SUNY claims that PHEEIA will produce non-state revenue (\$1 billion) to support 10,000 new campus jobs over the next 10 years. The only way this could happen is to double tuition.

PHEEIA has been promoted as a way to expand public-private partnerships that could be lucrative for the university, but many such ventures have cost SUNY substantial money and are a drain on the university's resources.

UUP'S POSITION ON PHEEIA

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



Rob Compton, Bill Simons, and Dean Reinhardt at UUP Rally in Albany to Save SUNY

Don't Corporatize SUNY

By Phil Smith, State UUP President

The Public Higher Education Empowerment and Innovation Act (PHEEIA) proposed by Gov. David Paterson in his Executive Budget has become a Trojan horse for those who wish to move SUNY closer to a private university system.

As I've said before, we must remember that SUNY was established 60 years ago to be a public system of higher education that would ensure access to an affordable and high-quality education for every New York resident.

The governor's proposals will have serious, perhaps unintended, consequences.

PHEEIA would provide SUNY with autonomy to set tuition, lease state-owned campus properties, enter into contracts for services, and establish public/private joint ventures and partnerships.

Unfortunately, the governor's proposals shift the discussion of priorities away from access and quality to concepts such as economic development and public/private relationships. We know, from hard experience, that the corporatization of our public university has already produced negative consequences.



**State President Phil Smith
Interviewed by WAMC
Reporter Dave Lucas**

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While SUNY has moved public discourse toward concepts such as flexibility, thousands of qualified high school graduates were denied admission this year and there is every reason to believe that many times that number will be denied admission next fall.

The contention that flexibility will produce 10,000 new campus jobs and more than 64,000 construction jobs at SUNY's university centers and at Upstate and Downstate medical centers seems unrealistic, at the very least. I can't say where SUNY will come up with \$8.5 billion to fund capital construction costs at the university centers—building that's to spur all those construction jobs.

Despite our repeated requests, SUNY has never offered any analysis to show why it needs this authority, nor has it provided any back-up to the highly unrealistic financial assertions made in its various supported documents.

The governor's proposals also repeal provisions of law requiring pre-approval of SUNY contracts by the attorney general and the state comptroller, and substitutes post-audits for the pre-contractual approvals required under current statute. But post-audits are infrequent, often performed years after contracts have been executed and funds expended. In the case of highly decentralized institutions, such as the University, it would be unrealistic to expect post audits to provide adequate oversight. Let me be clear: We do not oppose SUNY entering into contracts for goods without pre-approvals from the state comptroller and attorney general. However, we do oppose allowing SUNY to enter into contracts for services without state approval. The potential of outsourcing would significantly increase by relaxing those rules, leaving UUP powerless to stop those contracts before they were executed.

By removing oversight by the Legislature, comptroller and attorney general, the governor extends to SUNY's public institutions the unrestricted freedom of a private university, or for that matter, its own research foundation. There will be no accountability for SUNY spending decisions and the transparency of SUNY operations will be virtually eliminated.

This proposal is clearly anti-labor.

Regardless of how comprehensive and well-drafted employee language might be, our attorneys have advised us that the enforceability of any language governing the actions of private employers cannot be sufficiently protective of the rights of public employees.

PHEEIA is no panacea. As our statewide awareness campaign states, Don't be fooled by the Act.

Welcome aboard Dawn Hamlin, UUP Oneonta's New Disabilities Officer

If there ever was someone who would make an excellent Disabilities Officer for UUP it is Dr. Dawn Hamlin (Ph.D. Pennsylvania State University- Special Education), Assistant Professor of Educational Psychology and Counseling. With exceptional understanding of issues of disabilities among students, Dawn is a scholar and practitioner in the area of student learning and exceptionalities. She teaches both undergraduate and graduate courses that draw on her extensive public, residential school, and prison teaching experiences. She is also active in the community and in her profession. Currently, she is the Vice President of the New York State Council for Exceptional Children in addition to volunteering her time with the local ARC and PTA in Utica where she lives with her engineer husband (Tony) and gifted ten-year old daughter Katie.



Dr. Dawn Hamlin
-- New UUP
Disabilities Officer --

On campus, along with Dr. Joanne Curran, Dr. Theresa Russo and staff from the Parent Resource Network, Dr. Hamlin has started a new 'Dragon Dates' program for students with autism spectrum disorders (ASD). The program offers children an additional opportunity outside of school to develop and refine social skills with activities designed by Oneonta Masters students in the Special Education program, assisted by undergraduates in the Child and Family Studies Program. UUP thanks you in advance for your service to its members and the College!

The Only Thing to Fear is PHEEIA Itself: Strategic Planning, and Institutional Reorganization

By Rob Compton, Vice President for Academics



Strategic Planning, both at the SUNY and campus levels, continues to move toward their conclusions. The plans can serve to buttress institutional strength in times of financial difficulty. We know that the demographics of this state are changing and both Strategic Plans note uncertainty regarding financial uncertainty for at least several more years. Those issues were partly identified in the “environmental scanning” process to ascertain ‘strengths, weaknesses, opportunities, and threats’ of SUNY and Oneonta. We know that implementation of any plan will inevitably involve vested interests (i.e., students and parents, faculty, staff, administrators, the community, and elected officials at local and state levels). That’s why the implementation of any Strategic Plan is the key to its success. In this article, I would like to offer some insight into the upcoming changes that we are likely to see over the next two to three years as this state and country weathers the “Great Recession.” I’d like to tie my analysis to the Public Higher Education Empowerment and Innovation Act, the SUNY and Oneonta Strategic Plan, and Institutional Reorganization.

I want to start out by saying that over the past decade and a half, the College at Oneonta successfully rebuilt itself. A combination of a fortuitous demographic trends and more secure funding from the state, the infusion of new faculty, professionals, and staff, and sagacious administrative decisions improved our regional and national standings. The campus thrived with the infusion of new and highly qualified faculty and students. The effort of the entire community built up the College during the past decade. Then the financial tsunami hit Oneonta. So far, the College has successfully managed to address this tsunami, but the SUNY system has not fared so well. The system level response to decreased funding was the much touted Public Higher Education Empowerment and Innovation Act (PHEEIA). In the eyes of UUP, PHEEIA is dangerous and takes SUNY back decades.

PHEEIA brings out the dangers of neoliberal threat to our College and the SUNY system. Strategic Planning and Institutional Reorganization will need to address this threat from materializing, either during the current or future legislative cycles. In order to do this, we must re-evaluate the way we, as an institution, deliver higher education as a system and as a college.

Why PHEEIA is not What it Seems to Be

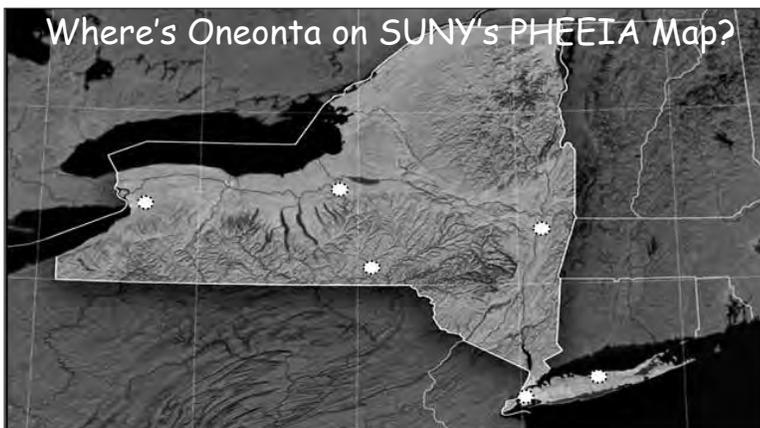
Naomi Klein in her book , *The Shock Doctrine*, explained how economic and natural disasters (e.g., tsunamis and hurricanes) are used to further the aims of neo-liberalism and privatization. She noted how these “reforms” always eviscerate public goods and concentrate economic wealth. Beginning in 2008, the United States has faced a financial meltdown that placed significant burden on the provision of public services. SUNY is one of those public service goods now in the process of being dismantled through the Public Higher Education Empowerment Act (PHEEIA). PHEEIA is not about “public education”. UUP has systematically and consistently noted how it “disempowers” workers and students, weakens legislative oversight, and leads to uncontrolled privatization. We only need to look at neoliberalism in higher education in the UK and Australia. Has the quality of higher education in those countries improved? Has

access increased? The answer, as our UK correspondent Liz Morrish (Nottingham Trent University) has noted repeatedly, is that neoliberalism and the corporate model represent a serious threat to public higher education.

So what will PHEEIA do to SUNY? It would dismantle the SUNY system and lead to a Darwinian struggle among the campuses for survival through cannibalization. PHEEIA favors the university centers over the comprehensive colleges and the colleges of technology.

(See map, left, from the UB flyer)

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Also, take a look at the PHEEIA map and the accompanying report at: http://www.oneontauup.org/assets/files/Advocacy_Summary.pdf (there is an underscore after advocacy) Based on the Midwestern Flagship model, it's all about what's in it for the University Centers. What is the role for the comprehensive colleges and university colleges of technology under such a plan? The new paradigm would place the comprehensive institution, such as ours, in a perpetual funding crisis mode. The state funding would dry up and the university centers would expand their enrollment to fund on academic projects on campus. It would also create a symbiotic and complex relationship between the "centers" and the Research Foundation through "public-private" spinoffs. What could or would we do to survive? PHEEIA decentralizes decision-making and removes public accountability, contributing to greater potential abuse and corporatization of SUNY. We need more, not less, legislative oversight. Furthermore, we need to remain true to the SUNY mission as stated in the New York State Education Law:

"The mission of the state university system shall be to provide the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary education." PHEEIA represents a dereliction of the SUNY mission."

Strategic Planning and PHEEIA

President Samuel Stanley of Stony Brook University stated (SBU webpage)

"In addition, the Act would allow for greater participation in public-private partnerships, whereby the University could leverage the commercial investment of the private sector with research breakthroughs made on campus to benefit our economy, our health, and our planet. This investment would allow for the construction of new laboratories and classrooms, and the development of new businesses, making Stony Brook a central driver in the revitalization of the Long Island economy."

President George Phillips of U Albany stated,

"In providing the University at Albany and the State University of New York with the autonomies and flexibilities afforded to most institutions of higher learning across the country, this landmark reform legislation will help enable SUNY and campuses like ours to take control of our future, generate new revenue, hire new faculty and researchers, foster new research and discovery and serve as engines for future economic growth and job creation."

In addition to Stony Brook and U Albany's ambitions, (University at Buffalo) UB 2020 and Binghamton's Law School plans call for the rapid programmatic and student body expansion of these two centers. All of these are part of the "centers" long-term planning that runs counter to the survival of Oneonta. Coupled with demographic change (declining student pool) and the rise of the baccalaureate granting University Colleges of Technology (UCT), Oneonta will need to strategize and implement its plans carefully.

There is no question that the university centers and the Chancellor have thought, planned, and seek to implement the fruits of PHEEIA. What can we do on the Oneonta campus to avert this catastrophic outcome? First, please go to www.savesuny.org to send FAXes and emails to our state legislators. Second, do participate in the upcoming trips to Albany for SUNY Outreach activities.

Lastly, what would happen if Oneonta made changes to its curricular and organizational structures to pre-empt any move by PHEEIA and manages demographic decline to its advantage? In other words, how can the College at Oneonta make itself uniquely excellent, rather than good or just excellent? We cannot compete with the "centers" on research. We cannot compete with New Paltz or Geneseo on "liberal arts". The only recourse is to emphasize interdisciplinary/multidisciplinary cognates with a strong applied/experiential component. What we can do this by breaking down the disciplinary boundaries, utilizing the resources of our community, and creating a handful of applied liberal arts and science majors that transcend departmental boundaries and integrate faculty and student research into these programs. Programs could include: rural development studies; community, education, and social justice; and technology, science, and public policy. These three programs would also have parallel graduate programs. This way, departments could be administratively consolidated. Departments would be incentivized through a "strategic plan" to integrate their courses into these programs. The Honors Program would also integrate itself into these three majors. Students would be required to choose one of these programs as a minor with encouragement for majoring in one of these "cluster areas" with the eventual goal of replacing traditional "majors and minors." Interdisciplinary approaches would be encouraged and rewarded with faculty receiving a

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cross-fertilization of ideas beyond their disciplinary confines.

Conclusion

Trying economic times, the onslaught of PHEEIA, and changing demographics require us to rethink the way we conduct higher education. PHEEIA, SUNY Central, SPARC, and Strategic Planning are not merely abstractions or distractions far removed from our daily existence. They may come to define us if we do not act proactively. I urge my colleagues to think about new ideas and approaches to moving SUNY and this college forward by defeating PHEEIA and by proposing alternatives.

Considering the Higher Education Empowerment and Innovation Act: Chapter Meeting and Outreach with Senator James Seward

By Fred Miller, Outreach Representative and Academic Delegate

The SUNY, Oneonta UUP Chapter held its monthly “Food for Thought” luncheon meeting Tuesday, March, 30, 2010. The guest speaker was Brian Tappen, from Upstate Health Science Center, a member of Statewide UUP’s Executive Board and Outreach Committee. Tappen spoke of issues inherent in the “Higher Education Empowerment and Innovation Act” (HEEIA) which was then being debated in the NY State Legislature.



State UUP Executive Board Member
Brian Tappen

Following an excellent presentation by Tappen, Dr. Michael McAvoy, UUP Oneonta Treasurer, presented the financial report and the proposed Chapter Budget for 2010-11. The proposed budget was discussed and passed by a vote of the members.

Later that day, Oneonta Chapter President Bill Simons led a UUP delegation to meet with NYS Senator James Seward in his Oneonta District Office. The group included: Chapter Vice President for Professionals Norman Payne, Health/Safety

Officer Ron Bishop, Membership Director Hanfu Mi, and Outreach Representative Fred Miller. The Oneonta group was joined by UUP Cobleskill Treasurer and Academic Delegate Anne Rogan and Upstate Medical University Professional Delegate and Outreach Representative Brian Tappen.

The discussion with Senator Seward ranged over a number of issues such as: the State’s economic problems--- the inevitable cuts in funding--- the impact those cuts would have on SUNY students and their

futures--- and the Solomon-like decisions the Legislature is faced with while attempting to pass a State budget. The primary focus of the discussion; however, was the HEEIA. The Assembly’s One-House Higher Ed. Budget Resolution recommended rejecting the act in its entirety. The Senate’s One-House Resolution, on the other hand, accepts/ includes some elements, rejects some and is vague about some others. (**Editor’s Note:** All information in this article is as of March 30, 2010.)

Senator Seward expressed his support for a rational tuition policy and his recognition of the hardship that large and/or unanticipated tuition increases cause families. He also agreed with UUP’s

Scholar-Activist Dr. Michael McAvoy
analyzes UUP budget



Senator James Seward and UUPers

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position in relation to streamlining the process by which SUNY can purchase goods. We agreed that State property, including SUNY lands and facilities, should remain under the protection and oversight of the state's elected representatives.

More of the meeting was spent in a discussion of the impact of elevating the University Centers and Health Science Centers to what might be considered "Flagship Status". We agreed that the potential outcome could be the diminution of the Liberal Arts Colleges and the Technical Colleges. We shared concerns that such elements as differential tuition between units and/or among disciplines or fields of study could deny some students access to the kind of education that the SUNY system had been created to provide. The discussion included the observation that while the possibilities for greater interaction between a SUNY unit and the it's area's business community and local industry is very attractive, there is a danger such interaction could lead to the creation of independent entities which are not a part of SUNY, *i.e.* The Research Foundation and; therefore, are not afforded the same legislative protection and oversight as the rest of the unit. Any such arrangement must be very cautiously entered into.

The danger of the HEEIA as it was initially presented by the Governor is that it clearly could start SUNY down the path to becoming a group of separate, independent, private colleges, endorsed, if not supported, by the state.

The group's meeting with Senator Seward was, as always, congenial, informative and thorough. As the meeting ended he was thanked not only for his attention to the issues discussed at this meeting, but for all the years of attention and responsible stewardship he has given to SUNY and UUP issues.



UUPers Anne Rogan, Fred Miller, Bill Simons, Norm Payne, Ron Bishop meet with Senator Seward

New Benefit Program for UUP Members: Aflac

In a continued effort to provide our members with the best available benefit options in the industry, **UUP Member Services** Trust has entered into a relationship with Aflac, the world leader in supplemental benefits, to offer all members enhanced protection!

Aflac provides a variety of coverage options protecting over 50 million people worldwide against the financial uncertainty that accompanies accidents and illnesses. Because these are member-funded programs and an unknown commodity, member education is required to ensure understanding, appreciation and utilization.

UUP will be introducing two Aflac programs – an Accident Indemnity plan and a Cancer Indemnity plan. The plans **pay cash directly to members** in the event of an Accident or Cancer diagnosis. Additionally, there are some Wellness benefits available for early detection within the Cancer plan. Our members will be receiving a discounted group rate through payroll deduction, instead of what they would be incurring if purchasing these plans on a direct basis through Aflac. The plans are also portable at the same group rate, through job transition or retirement.

Race to the Bottom: Orwellian Empowerment and Innovation Bill

By Fred Miller, Outreach Representative and Academic Delegate

THE HIGHER EDUCATION EMPOWERMENT AND INNOVATIVE ACT

Since I became
empowered and
innovative here's
what I've made of

SUNY



SENTINEL QUIZ



This television quiz show contestant, son of a Pulitzer Prize-winning poet, created quite a stir in the 1950's when he admitted the quiz was rigged. The first person to email Nancy Cannon (cannonns@oneonta.edu) with the correct answer will receive a UUP cap.

The answer to the March Sentinel quiz, “*This dark brown bird of prey, with a wingspan of about 6 to 7 feet, is characterized by striking yellowish brown plumage on the head and nape. Several of these raptors have been observed near Cooperstown this winter. What is it?*” is Golden Eagle. The first correct answer was provided by John Relethford.

And the answer to the April Sentinel quiz, “Who is the only SUNY College at Oneonta alumnus ever elected to the New York State Legislature? He holds both bachelors and master's degrees from SUNY College at Oneonta. He is a decorated combat veteran, a champion of autistic children, and a strong friend of SUNY. He is a recipient of the Distinguished Alumni Award from SUNY College at Oneonta. He has served in both the New York State Assembly and the New York State Senate” is Roy McDonald. The first correct answer was provided by Maddy Hayes.

Brian's Madden's What's News? An Addendum

Sentinel readers expressed much interest in Brian Madden's What's News article in the April newsletter. Brian recounted his long stint "in the Big Apple, reporting and anchoring at CNN or FOX TV, or WCBS, WINS, or NBC and ABC Network Radio Sports,..(and) covering RFK, Nixon, and Giuliani. Broadcasting from the Olympic games in Sarajevo, and Los Angeles; covering the World Series; braving threats, and being thrown at, during unrest in the streets so many decades ago...(which) was all part of the gig." Brian discussed his former broadcasting days in the context of his current career in our Communications Department.

To accommodate inquiries for more information about Brian's career in journalism, please note the link to Brian's video resume at www.brianmaddentv.com. It has some great footage of memorable moments, including one of Brian at a White House press briefing.

As you will find in the video resume, Brian interviewed many of the most significant figures of the last two generations, including Bobby Kennedy, shown with Brian, at right.



Who Will Advocate for SUNY if Not You?

By Gina Keel, Outreach Committee Member and Academic Delegate

At press time, New York State hasn't passed the 2010-2011 budget and the Empowerment Act (PHEEIA) is still a threat, particularly for SUNY liberal arts colleges. It is critical that we all contribute to SUNY advocacy efforts to oppose big funding cuts, oppose threats to UUP-negotiated pay raises, and oppose privatization efforts that threaten our SUNY mission.

Stop the Axing of SUNY



You can:

- Regularly visit the UUP Web site www.uupinfo.org and send electronic advocacy messages to your NYS Representatives and senators under the "Call to Action" section.
- Discuss SUNY funding and structure challenges with your colleagues, students and friends, encouraging them to make their voices heard as well. They can find out more and take action at <http://savesuny.org/>. This site includes student testimonials and social media links.



Legislative elections are near, and we must persuade those incumbents who want our votes that they must support us now. It is critical not only for student access and our jobs. Only through strategic investment in innovative education can we meet social and economic challenges in this state, nation and world.

Thinking the University in a Time of Crisis

By Stephen J. Rosow, Vice-President for Academics, UUP Oswego

[**Editor's Note:** *Thinking the University in a Time of Crisis* was originally published in the UUP Oswego newsletter, In Touch, and is republished with the permission of its author, Stephen J. Rosow.]



Is the current fiscal crisis an excuse to further privatize public higher education and to erode the public mission of the university? Are we witnessing the final institutionalization of the university as corporation, and the final death knell of the university as a self-governing community of scholars? Of course, the trend toward the university as corporation and the reduction of knowledge to a commodity and education to creating the cogs in the productivity machine is nothing new. Thorsten Veblen wrote about it in the beginning of the 20th century.

There is reason to be concerned.

First, with regard to students. The current crisis further encourages students and their parents to think of higher education as a commodity: students are consumers buying a product. That “product” just happens to be knowledge! In trade talks, higher education is already treated as a “service industry,” a language that in Europe is making higher education an object of standardization and regulation. Many predict this is coming to the United States as well. After all, standardized programs across different campuses and even across systems (across countries in Europe) are cheaper to deliver and easier to manage.

Second, the public mission of public education. The New York State constitution guarantees a quality higher education to all qualified citizens of the state. However, increased tuition along with more costly loans and reduced aid to students hampers access to highly qualified poor and working class students. At what point will legislators and others come to accept that our community simply cannot afford a quality public higher education to all qualified state residents, and rationalize this by determining that all people “really” need is a high school education or vocational training (remember, former governor Pataki declared that students in New York State only needed an 8th grade education!). How do we keep the crisis from furthering this spurious logic and from turning SUNY from an engine for equality to an engine of inequality?

Third, with regard to faculty. The erosion of fulltime faculty, which was already hurting instruction before the current fiscal crisis, is gathering speed; further reductions are here and more are on the horizon (retrenchments are underway on several SUNY campuses, and scores of seasoned and highly qualified contingent faculty have lost their jobs). The problem is, of course, that faculty cost money! Education is labor intensive. How do we prevent the fiscal crisis from becoming an excuse to treat faculty as liabilities?

The future. SUNY Oswego President Stanley has said on several occasions that Oswego cannot do business as usual during the current fiscal crisis. Furthermore, we cannot go back to the (relatively) plush days of the past. In her view, we must start to plan “to do more with less, and differently. Faculty need to be participants – we should be the main participants in charting this future.

One reason for concern is the idea about the future of SUNY that some have. Plans have been proposed for SUNY to allow campuses to fend for themselves, with little or no state or legislative oversight. This is likely to result in a few elite campuses, a group of mediocre campuses struggling to maintain quality education, and some that will likely tread water and may even close altogether. My point is not that these plans are imminent – the silliest and worst of these have been rejected. Rather, my point is that the fiscal crisis makes these all the more appealing to administrators, even ones with good intentions and progressive visions

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for their campuses who are under so much pressure simply to keep their institutions going under the current conditions.

To the administrative and corporate discourse of the university, faculty governance looks like “worker control”. Democracy appears to managerial structures as an intrusion: faculty governance is to be tolerated (it has to be to legitimate managerialism) but only so long as it doesn’t really do anything important, especially if it will cost money! In the language of the corporate university, the idea of the university as a self-governing community of scholars has no place. This is why we have to change the conversation. We need a language that is politically astute and that allows for strong faculty governance. This needs to be an ongoing conversation. In the next newsletter, I will suggest some ways we might begin to think again about the university as something other than a late capitalist corporation. I also urge others of you to join the conversation.



UUP Oneonta Chapter Meeting



UUP Training Meeting



UUP Officers
Hanfu Mi and Nithya Iyer

Labor-Management Meeting Notes: March 22, 2010

By Nancy Cannon, Acting Secretary

For UUP: Bill Simons (Chapter President), Nancy Cannon, Rob Compton, Gina Keel, Norm Payne, Dennis Selzner, and Caridad Souza

For Management: Nancy Kleniewski (College President), Dan Larkin, Steve Perry, Tom Rathbone, and Lisa Wenck

The meeting opened at 3:05 PM.

I. UUP thanked Management for arranging the meeting with the SPARC (Strategic Planning and Resource Council) Chair and Coordinator on February 15. Management previously offered and UUP accepted another meeting with SPARC. UUP and Management agree for some time in April.

II. UUP asked Management for a budget update. Management noted that without a New York State budget, no new information is available. Management stated its intention to keep UUP and the college community informed.

III. UUP requested information on new developments in college energy use. Management reported that the College volunteered to be part of a new photovoltaic project (results not yet known) and noted that energy-saving improvements to campus facilities include upgrades to heating and ventilation systems and the addition to roof and window insulation as upgrades and repairs occur. Oneonta ranks well compared to other campuses in overall energy consumption. Management provided data on campus energy use.

IV. UUP requested an update on present and future college construction projects. Management reported that major projects for 2010-2011 are the Fine Arts Music wing addition and the renovation of the Cooperstown facility. Fitzelle is scheduled to be renovated during 2011-2013. UUP asked Management if there will be adequate classroom and office space on campus during the renovation of Fitzelle. They responded that we have classroom capacity to cover the lost space and that the key will be in the flexibility derived from scheduling. Renovation to Science II is currently scheduled to begin in 2013. Issues with the heating system in Schumacher have been identified and will be fixed. Management noted that as Facilities is informed, they will address outstanding issues expeditiously. Additionally, at this time, airflow issues in Alumni are being addressed. Management informed UUP that dorm buildings are on a multi-year renovation schedule and Resident Hall Directors will be relocated during these major reconstruction activities. Over the past year, one of the positive results of the Morris Construction problems was that Facilities Planning has instituted a new email list-serve for timely notification of projects and construction developments.

V. UUP requested the number of Professionals who have overdue Performance Programs. Management replied that 100% of Professionals will have Performance Programs by the end of the week of March 22. Currently, seven (7) Professionals with Permanent Appointment and ten (10) term-appointment Professionals do not have current Performance Programs. UUP and Management agree on the need to make sure that Performance Programs are current and done appropriately as part of the existing operational legal framework.

VI. UUP asked Management the rationale for raising the Employee Parking Registration Fee from \$10 to \$20. Management informed UUP that a cost analysis by the Parking and Traffic Commission found that the fee needed to be increased to cover the increased administrative costs which includes salaries and fringes, printing of materials and decals, plus some new office equipment. The new fee of \$20.00, effective beginning the fall semester of 2010, should be stable for the next 3 to 4 years.

VII. UUP asked Management if UUP employees are inquiring about the SUNY Voluntary Reduction in Work Schedule Program. Management replied that no one has inquired to date. Management noted that information is on the Human Resources webpage and that new informational material will be updated on that site shortly. UUP expressed a willingness to publicize the program.

VIII. UUP commented that some SUNY institutions recently implemented campus-based early retirement or separation incentive programs. UUP asked Management if this campus is considering such programs. Management replied that there is no current discussion of an Oneonta early retirement program or separation incentive under discussion at this time.

IX. UUP stated that we have not heard whether the grant proposal for the Oneonta Speakers Bureau through the Joint Labor-Management (JLM) Campus Grant was approved or not. Both sides expressed continued optimism about the objectives of the grant.

The meeting adjourned at 4:02 PM.

Winter Chill in Schumacher

By Ron Bishop, Health/Safety Officer



Spring 2010 was a tough semester for faculty and staff working in the bottom quarter of Schumacher Hall. But conditions are improving now, thanks to the persistence of several workers in the affected areas and the dedication of Facilities people who grappled effectively with some perplexing issues.

For context, building renovations here keep a limited number of faculty and staff in turmoil, like games of “musical chairs” playing out across campus. Consolidation of Academic Information Technology Services in the basement of Milne over a year ago made available their former spaces, one of which was in Schumacher Hall.

So it was that the Sociology and Political Science Departments were given the option to move into Schumacher’s ground floor, because following Fitzelle’s planned makeover, there wouldn’t be room for all the departments that used to be housed there. (By making this one permanent move, they would be spared the double move – out and back in – that most departments going through a renovation have to endure.) Many of these folks grumbled at losing access to natural light, and they insisted that their new space be made “green” and inviting.

Moving in after the fall 2009 semester, most workers found their new digs to be light, bright, pleasantly appointed – and really chilly. Temperatures near 50°F were common in the offices, while the computer lab was uncomfortably warm. Adjusting the thermostats did not help. The contractor was notified, and the winter of their discontent was underway.

Problems with the new heating / ventilation / air conditioning (HVAC) system turned out to be trickier than anyone could have guessed. For details of what was eventually brought to light and corrected, I met with Scott Barton, Facilities Program Coordinator. As project and general construction manager, he was the point man for Schumacher’s renovation and the troubleshooting that followed.



The new air handling (HVAC) system in Schumacher’s ground floor is highly sophisticated. The renovated area is divided into five zones, each managed by a volume adjustment valve (VAV) which controls how much air is heated by hot water piping. Early on, it was discovered that two of the five VAV’s had been plumbed with the “hot” assembly on the wrong side, which meant that as thermostats called for more heat, these two valves delivered less. The other three valve clusters were put together the right way, making this error hard to pin down.

To make matters worse, sensors were not installed inside the thermostats (as specified for the project), but were mounted in the return air ducts, far from any personnel. And investigating this issue led to the discovery of yet another error: Three of the return air ducts were run together, not separately as required for zonal control. Needless to say (but that won’t stop me from saying it), troubleshooting the system was a nightmare! This improbable combination of three different kinds of mistakes took most of three months to unravel, while the faculty and staff of the two departments shivered in their shiny new offices.

I asked Scott for the names of those who had made the mistakes, and he declined to “throw anybody under the bus”. It was clear in hindsight that the contractor’s rough-in and finishing crew chiefs had conflicting concepts of the HVAC system, and our campus energy conservation specialists may have operated from a third interpretation. But Scott told me, “At the end of the day, I was responsible.” And I have to say, that is a refreshing attitude which I encountered all too rarely in my years of construction work.

Moving forward, I submit that effective communication is probably the most important component of any plan to prevent this kind of stress with future projects. Contractors’ rough-in and finish crews have to work really well together and with energy-conservation system specialists, and everyone in a supervisory role has to know how the various elements should be assembled. Probably few understand these principles better now than our Facilities Program Coordinator.

The Natural Gas Development Cycle: Boom and Bust

By Nancy S. Cannon, Acting Secretary and Academic Delegate



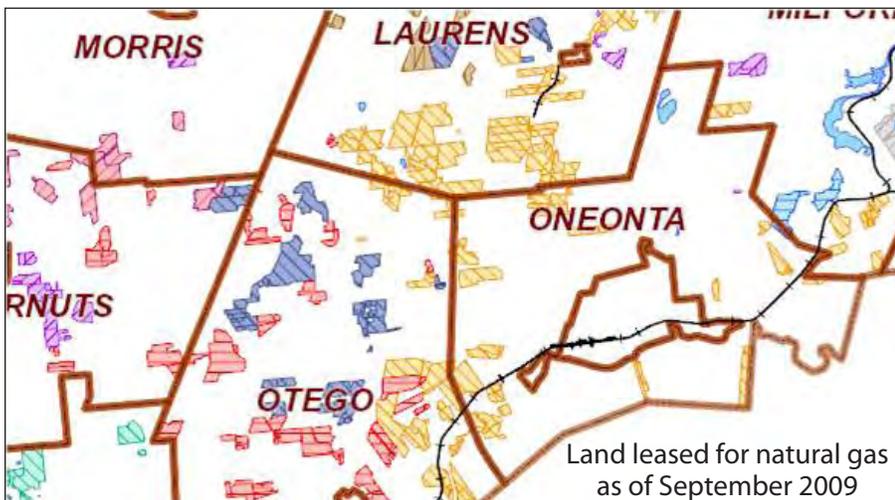
The potential scale of development of the Marcellus and other gas bearing shales beneath our feet dwarfs any previous human activity in the Town of Meredith and surrounding environs. What are the long-term social and economic implications?

In order to address these issues, The Northeast Regional Center for Rural Development at Pennsylvania State University published a paper entitled, "*Energy Boomtowns & Natural Gas: Implications for Marcellus Shale Local Governments and Rural Communities.*" Large-scale natural gas development has come only recently to the East. Thus, the most recent wide-scale analysis of the long-term effects of energy development on small towns comes from the western United States. Although the Marcellus region differs in many respects from western natural gas drilling areas, several important key similarities exist, including the type of workforce employed by the industry, the process used in the extraction of the gas, and the likely long-term social and economic effects of large scale industrial development on rural areas. The study found that:

- The economic consequences of a boom have an uneven, often disturbing, impact on residents and resources. Some sectors benefit more than others. Huge influxes of capital and workers into a small community can lead to rapid inflation in the costs of goods and services. Small local businesses may have difficulty retaining a workforce.
- Severe housing shortages for newcomers lead to skyrocketing real estate prices and rents. Those on fixed incomes, such as retirees, could endure debilitating hardship, imposing physical and emotional duress.
- Gas industry positions often require skills ill-matched to local residents; therefore, employment gains for locals may be less than anticipated. Transient workers, brought in for a specific aspect of the development, would comprise a workforce without indigenous moorings, loyalties to our community, or an extant social infrastructure.
- Local governments have little influence on the level of natural gas development, but those institutions would need to provide an increased level of services funded by the local taxpayer. Local governments may be unable to keep up with demand, leading to a decline in the availability of services.
- Unpredictability marks the social impact of a boom. From the Virginia tobacco boom to the building of the Alaska pipeline, American history tells us that this is so. Disproportionate increases in social problems such as crime, mental health problems, community dissatisfaction, family breakdown, alcoholism, and educational shortfalls have been reported in some gas drilling areas.
- The production phase of natural gas development typically lasts about 30 to 40 years. In small communities with few other employment options, an economic bust typically follows.



Impact of fracking upon our water?



<http://map.otsegocounty.com/Otsego%20County%20Natural%20Gas%20Map/default.aspx>

The Penn State study does not address the long-term environmental consequences of drilling. However, other experts warn of irrevocable environmental degradation. For example, Dustin Horowitz' report, *Drilling Around the Law: Environmental Working Group* asserts, "Companies that drill for natural gas and oil are skirting federal law and injecting toxic petroleum distillates into thousands of wells, threatening the drinking water supplies from Pennsylvania to Wyoming. Federal and State regulators meanwhile, largely look the other way."

Drillers' plans entail employing hydraulic fracturing ("fracking")—driving huge amounts of water, chemicals, and sand into the land to crack rock and unleash natural gas. The chemicals, some injected and others surfacing from the flow back of indigenous materials, include carcinogenic threats to health such as benzene and arsenic. Local activist Nicole Dillingham observed to *The Daily Star* (2/27-28/10, 1A): "If we leave this gas in the ground for a while, it's only going to become more valuable, and there may come a day when we can extract it safely." That day, notes Dillingham, is certainly not here.

Second UUP Panel Discussion: Finding Balance for International Faculty

By Nithya Iyer, UUP Affirmative Action Officer and Academic Delegate

[Editor's Note: Dr. Nithya Iyer, Assistant Professor, Educational Psychology and Counseling, moderates and coordinates the panels in UUP's on-going diversity series. She is from India.]

On March 24, 2010, the second UUP diversity panel discussion was held at Le Café, Morris Hall. Approximately 60 people attended this successful event. The panelists included Drs. Moussa Traore and Miguel Leon. Dr. Traore, Assistant Professor, Human Ecology, is from Mali. Dr. Leon, Assistant Professor, History, is from Peru. The purpose of the panel was to understand the experiences of international faculty members at SUNY Oneonta.

International faculty members experience a search for balance, that is, how much should they adapt to the American culture and how much of their native culture they can maintain. Dr. Leon shared two stories to demonstrate this concept. Sometimes he is perceived as being "too Peruvian" and denied opportunities because it is not suitable for American academics. He also said that when he discusses American history, some people felt that he has "sold his soul" and sounded too American. As Dr. Leon pointed out, there is struggle to find the middle. On one hand, you have adapted some of the American culture into your life and teaching, but when you return to your home country, you are not accepted because of the adaptation to the American culture. On the other hand, when we bring our culture into the American classroom, we sound too foreign. This dilemma of where we fit in leads to a constant agony for the international faculty member's identity. How can we balance and stay true to ourselves?

In addition to identity, international faculty members in Oneonta come from diverse cultures. Dr. Traore explained that cultures can be monochromic or polychromic. Monochromic cultures are more rigid regarding, for example, schedule, time, and task at hand, whereas, polychromic cultures are more fluid and focus on community and interpersonal relationships. Since he comes from a polychromic culture where activities are integrated as whole and not parts of a whole, he learned to adapt to acceptable American teaching styles. These differences in cultural viewpoints can cause conflicts and frustration for the international faculty. International faculty members have to reflect on these issues and are constantly seeking ways to navigate their way in academia. Further, faculty members can adapt and reach out to students in a variety of ways; however, students also need to be willing to accept foreign cultures and teaching strategies with an open mind.

One of the possible solutions to these issues is mentoring. However, sometimes mentoring is mistaken as supervision and this can cause conflicts and lack of trust. Mentoring programs should focus on formative assessment and help facilitate ways the international faculty members can navigate their way successfully at SUCO. Further, considering the cultural differences between the students and the faculty, the interpretation of Student Perception of Instruction (SPI) must be done with caution. As Dr. Leung aptly stated "Faculty and those who read the SPIs have to learn how to interpret these kinds of statistical information. They have to take into consideration the cultural gap." SPIs often measure the degree of comfort that students have with the professors and as an instrument, its validity is questionable as it fails to control various factors, including cultural and linguistic differences. It would be beneficial if the College could further explore teaching effectiveness, its

measurement, and how mentoring could be structured to address these issues.

In conclusion, international faculty members bring diversity to our campus in terms of culture, teaching strategies and other aspects. Further discussion is needed on ways to help international faculty members survive at SUCO campus needs to be explored. We hope you will join us again in Fall as we continue our discussion and raise awareness of diversity among and between international faculty members.



International Faculty : Professors Nithya Iyer, Moussa Traore, and Miguel Leon



Professors Traore and Leon reflect on experiences of international faculty

Sevilla and Lima on my Mind

By Miguel León, UUP Representative, State Latino Concerns Committee

I have a special connection with Sevilla. I have gone there three times for research purposes. It happens to be that among many other important historic monuments which adorn this beautiful city, the Archivo General de Indias (General Archives of the Indies) is one of my favorite. This archive holds the largest collection of documents on the Spanish possessions of the Americas and the Philippines. In this archive, you can find original documents signed by Christopher Columbus, Hernán Cortes, Francisco Pizarro, and Bartolomé de las Casas among many others. The documentation of the first years of the Spanish Colonization is especially of interest to me. Manuscripts such as royal grants, lawsuits, relation of merits of conquistadores, long trials, and accounting documents can be found in this impressive archive.

In recent years, historians have uncovered a great amount of new information from this archive and others, about the Spanish Conquest which has completely changed our understanding of the role of the native peoples of the Americas in the conquest. According to new research, the downfall of the Aztecs and the Incas was not due to the military prowess of the conquistadores, but rather was the result of the active participation of ethnic groups such as the Tlaxcaltecs, Huancas and Huaylas who provided armies, resources, logistics and guidance to defeat the Aztec and Inca Empires. There is a special significance in the fact that these documents, which are so important for the historical consciousness of Latin Americans and for historical veracity and accuracy, are held in this archive. It makes this archive especially meaningful for the peoples of the Americas because a great part of its memory is stored in this repository.

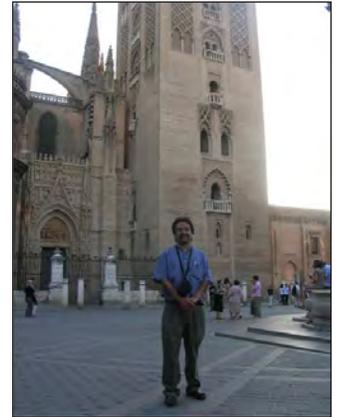
This archive is like a gold mine for historians because it provides an amazing amount of detailed information. Among many things that define the Spanish character, which includes a love of life, passion, Roman Catholicism, and honor, I have to say that Spaniards also have an obsession with putting everything in writing. This archive definitely honors that fact.

Visiting the Archivo General de Indias is like visiting “Mecca” for me as an historian. In many ways it is like a pilgrimage, especially when you come from Latin America. Among historians who study Colonial Latin America, there is a special bond which speaks of sharing the same experience, of walking the same path of many famous historians who were our teachers and creators of this universe that we call our Spanish colonial past. While we research in this impressive archive, we also have the privilege of enjoying the beautiful city of Sevilla, the capital of Andalucía.

I can still vividly remember my first time visiting Sevilla. My mind recalls my first walk down Constitution Avenue and running into the Cathedral of Sevilla, the third largest in the world only after Saint Peter’s in the Vatican and St. Paul’s in London. What a spectacular building!! However, the most astonishing thing about visiting Sevilla for me was how much it reminded me of another city: Lima, Peru, the place where I was born and raised. The similarities between these two cities are many and fascinating. The *Alameda* of Hercules in Seville served as an inspiration for the *Alameda* of los Descalzos in Lima, the name of the streets, the name of Marian devotions, expressions of popular religiosity, the amount of religious art found in Lima churches which were made by Andalusian artisans and brought from Sevilla. So many important limeños came from Sevilla. For example, the first archbishop of Lima, Jerónimo de Loayza; the author of the first history of Lima, Jesuit priest Bernabé Cobo; don Juan de Mendoza y Luna Marquis of Montesclaros who ordered to build the bridge in downtown Lima which has remained in place for 400 years!! Studies made by American historian, Peter Boyd-Bowman, a former professor at SUNY Buffalo, based on the analysis of *Pasajeros a Indias* (Passenger to Indies), a section of the Archivo General de Indias, shows that Andalucía contributed the most important number of emigrants to the Americas with Sevilla as the most important city from which Spaniards emigrated.

It is remarkable to travel ten hours in a plane, to the other side of the Atlantic, and find a city which resembles your place of origin. This is exactly what makes Sevilla special to me. To walk downtown in Sevilla reminds me of downtown Lima. The seventeenth century was the time in which these two cities developed their similarities. This influence was not only in one direction. Many famous sevillanos became rich in Lima, which in the seventeenth century provided the opportunities many were looking for. A recent study shows a family such as the Almonte as an example of successful emigration during this time. A seventeenth century writer, Friar Buenaventura Salinas y Cordova, compares Rome with Lima’s impressive ecclesiastical architecture and religious ornamentation, Genoa for its sense of style, Florence for its fair climate, Venice for its wealth, and Salamanca for its learning.

The splendor of colonial Lima is still present today with many examples of recently renovated buildings. However, a great transformation of Lima has occurred. Since the 1940s, Lima has become more and more of an Andean city due to the massive internal migration of people from the highlands --which included my parents-- and other parts of Peru. This migration has, and continues to, reinvent the identity of Lima. A city that was once an important symbol of the 300 hundred years of the Spanish domination in South America, today, Lima has been reclaimed by Andeans who are enriching and expanding the history and culture of this city and in the process transforming the entire country.



The author and The Cathedral of Sevilla and Giralda in the background

UUP Encourages Recycling

Solidarity

Environmental Responsibility

Justice,

Please



Thanks

Students Shine at the Model United Nations Conference for the Fifth Straight Year

Seventeen students from the State University, College at Oneonta participated in the National Model United Nations (NMUN) Conference in New York City from March 28 to April 1, 2010. This year's delegation (representing Viet Nam) comprised the largest number of students and committee assignments to date. For the first time, after five successive years of participation, the College was part of the UN Security Council simulation. Over the course of the semester, students prepared for the simulation by learning about Viet Nam's international and domestic politics, the United Nations' committee and issues, and its operating rules and procedures. Students received a briefing from the ambassador at the Permanent Mission of the Socialist Republic of Viet Nam to the United Nations. Over 5,000 students including close to 50% from universities and colleges abroad participated in this year's conference at two venues.



Oneonta's Model UN Delegation

In this year's simulation, two students, *Chris Amato* (General Assembly Second Committee) and *Kyle Hill* (Economic and Social Commission for the Status of Women) committee dais rapporteurs based on a rigorous interview and application process. *Daniel Pneuman* served as the Head Delegate and assisted in logistics coordination and represented the College at the Head Delegates' meetings. Other committee assignments included *Kaitlin Jewell* and *Sergei Dolukhanov* (Security Council); *William Iachetta* and *Corey McCarren* (ASEAN); *Chelsey Rohde* and *Fei Fei Ng* (General Assembly Plenary); *Kasey Lloyd* and *Bryant Churbuck* (General Assembly First); *Saurendra Shah* (General Assembly Second); *Daniel Pneuman* and *Nicholas Arroyo* (General Assembly Third); *Thor Kasenko* and *Carlos De Leon* (IAEA); and *Heather Poole* and *Christian Jones* (Security Council Working Group on Children and Armed Conflict). *Edward Clarke*, a veteran of the Model UN, was also hired and functioned as an Assistant Director on the staff with the National Collegiate Conference Association (NCCA).

The 2010 Model UN delegation, as in the tradition of past award winning teams, was awarded the Honorable Mention delegation team. According to the selection criteria, only the top 10% of delegations, is designated with awards based equally on effective and proper representation of the country assigned, participation within the committee, and the proper use of parliamentary procedures. The Model UN delegation is advised by Dr. Robert Compton, Department of Political Science. Funding for the program was made possible by the Associate Provost Nancy Wolters' office and the students themselves.

The Down Syndrome Transition Handbook: Charting Your Child's Course to Adulthood

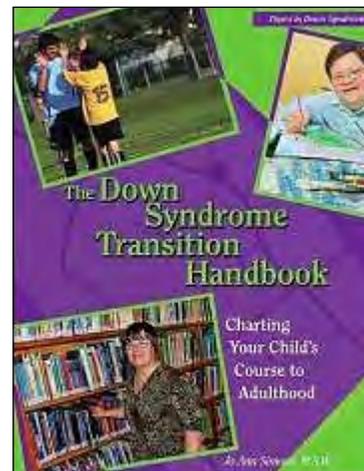
(Editor's Note: As part of UUP's on-going commitment to community service, *The Sentinel* will provide notice of books of interest. Please share ideas for books to feature. The information that follows is adapted from <http://search.barnesandnoble.com/The-Down-Syndrome-Transition-Handbook/Jo-Ann-Simons/e/9781890627874>.)

A recent book, *The Down Syndrome Transition Handbook* (Woodbine: 2010) by Jo Ann Simons, helps parents to prepare their child for independent adult life. It's full of practical tips and step-by-step instructions to help families envision their child's future, develop a transition plan, and implement it. There's also a wealth of information about adults in their twenties or thirties living at home who are still struggling with finding a job, locating housing, or establishing a meaningful life in their community, and who could achieve more independence with the right guidance and supports. *The Down Syndrome Transition Handbook* demystifies the transition process for teens and young adults and to help older adults, still at home become more independent.

The Down Syndrome Transition Handbook reflects Jo Ann Simons' professional and personal experiences guiding hundreds of families through the transition process, and parenting her own son with Down syndrome, now an adult living independently. Its conversational style reassures parents overwhelmed by a complex process and its frank advice offers a reality check for parents whose child will soon venture into the adult world, or whose adult child has yet to leave the nest.

The Down Syndrome Transition Handbook outlines the steps of transitioning, with an emphasis on the necessity of the child playing an active role in the process. It considers everything families need to know - from meeting broad, basic needs such as finding meaningful ways to fill one's days (work, volunteering, leisure activities, training & education, exercise) and how to get around (driving vs. using public transportation) to addressing specific needs such as whether to leave high school at age 21 or earlier and how to maintain eligibility for benefits by keeping income and assets within allowable limits.

The author, Jo Ann Simons, M.S.W., is CEO of the Cardinal Cushing Centers of Massachusetts. She is Vice-Chair of both of the National Down Syndrome Society and of LIFE, Inc. on Cape Cod. In addition, she served as the President of the National Down Syndrome Congress and on the Board of Special Olympics, Inc., and was a founder of the Massachusetts Down Syndrome Congress. She and her husband Chet Derr, an engineer, have 2 adult children, Jon, a golf course attendant and a Special Olympics medalist, and Emily, an attorney and former Law Review editor at Cornell University.



The Sentinel Websites and Disclaimer

Editor's Note: Statements Made in *The Sentinel* do not necessarily reflect the opinion of UUP or any of its statewide representatives.

To go to the UUP Oneonta chapter website, which is designed and maintained by Kyle Britton, go to the following link <http://www.oneontauup.org>

The chapter website contains a number of innovative features and links.

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

Grant Opportunities

By Hanfu Mi, Membership Director

As a member of the United University Professions (UUP) bargaining unit, you can apply for any of the following listed grants through the State University of New York - Oneonta/UUP Joint Labor/Management Committee:

- Professional Development

- o Individual Development Awards

Established to assist eligible SUNY employees in developing their full professional potential and in preparing for advancement.

- Employment

- o Retraining Fellowships

Established to provide retraining for employees who have been notified of retrenchment or those at high risk of retrenchment. This program has funded retraining in new subject areas, as well as tuition for course work at accredited institutions and completion of certificate programs.

- Affirmative Action/Diversity

- o Dr. Nuala McGann Drescher Affirmative Action Leaves

- o Grants for Employees with Disabilities

Established to aid minorities, women, persons with disabilities and Vietnam-era veterans in preparing for permanent or continuing appointment, or to provide funds for employees with disabilities to cover out-of-pocket costs for professional work-related activities.

- Safety and Health

- o Dr. Herbert N. Wright Memorial Safety and Health Training Awards

Established to provide funds for training those employees with safety, health and environmental responsibilities. This program has funded safety- and health-related workshops such as hazardous waste-disposal management.

- Technology

Established to identify and review technology issues affecting employees terms and conditions of employment, and to explore issues related to the application of technology to work performed by bargaining unit members.

- Campus Grants

Opportunity for a campus committee, group or individual to earn grant money for a project that meets the needs of employees or groups of employees belonging to the UUP bargaining unit. This program has provided seed money to promote programs such teaching across the curricula, and for scholarly and professional writing workshops.

If you need specific information regarding eligibility and application process of any of the above-mentioned grants, please contact College and UUP Grants Director Kathy Meeker at 436-2479, office or send an email at MeekerKL@Oneonta.Edu.



Membership Director Hanfu Mi, top row, far right

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h = home, a = acting)