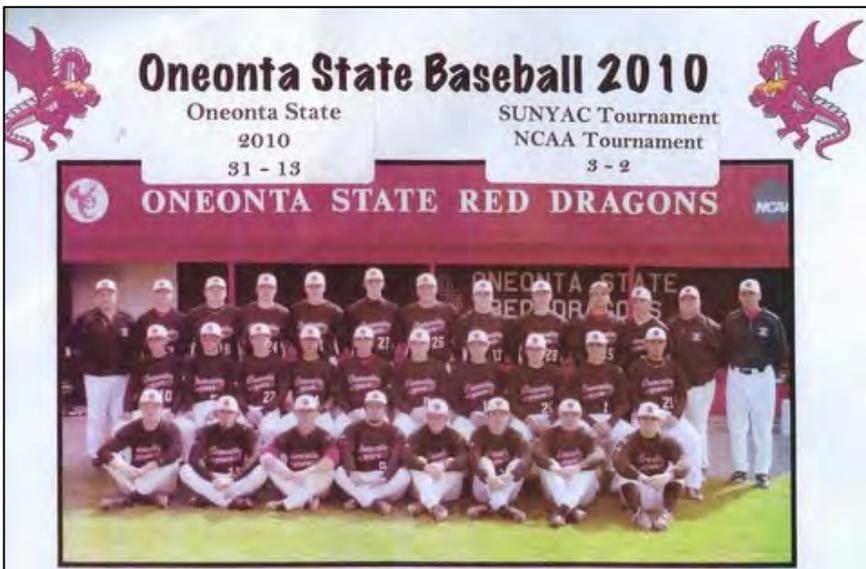




## Coach Rick Ferchen: “You’re his father the next four years”

By Bill Simons, Chapter President



For Coach Ferchen — the players always come first

As a boy, Rick Ferchen threw a ball against the family barn and played catch with his Mom, a school bus driver. Then, after graduating from a small-town high school, teenaged Rick Ferchen left his hometown of Niagara Falls, New York, and his tightly-knit working-class family. He departed the familiar world of his youth to attend Valparaiso University, a Lutheran institution, in Indiana to get an education and to play baseball. Rick’s Dad looked the Valparaiso baseball coach directly in the eye and said, “You’re his father the next four years.” As a baseball coach himself in the seasons to come, Rick Ferchen has always treated his own players with his father’s words in mind.

baseball contract with the Pittsburgh Pirates organization. As a strong-armed, centerfielder, with good range, for the Niagara Falls Pirates of the New York-Pennsylvania League, Rick first came to Oneonta in 1978 as a member of the visiting squad. From his outfield position at Oneonta’s intimate bandbox park, Rick saw the surrounding hills and heard the train rumble by on a perfect Oneonta night. The hometown Oneonta Yankees featured a promising prospect at first base, Don Mattingly. The program prospect listed Rick at 5’11”, 175 pounds, and noted that he threw and batted right. Sitting in the stands at Damaschke Field that night, Don “Flew” Flewelling, O-State’s iconic basketball and softball coach, kept box score — and still retains the record of Rick Ferchen’s first game in the City of the Hills. Despite Rick’s superior defensive skills and baseball acumen, his hitting suggested that his long-term future lie in coaching rather than playing in the majors. Many hundreds of college coaching victories over the years to come — and young men who learned to follow the right direction under Rick — underline that he made the right decision.

As a young baseball coach, Rich earned recognition for his dedication to his players and the game, first at his alma mater, Valparaiso, and then at Hobart College. Attracted to the Oneonta community as good place for him and wife Mary Lou to raise their children, son Kyle and daughter Brianna, Rick accepted the baseball coaching position at O-State. He had great success in 16 years at Oneonta.

Prior to coaching, Rick signed a professional

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## ***Coach Rick Ferchen (continued)***

Recipient of several Coach of the Year Awards, Rick Ferchen, based on games won, is the tenth winningest Division III college baseball coach of all time. His cumulative career college coaching record includes an impressive 715 victories. A half dozen of his players have signed professional contracts. Under Coach Ferchen, the Oneonta Red Dragons perennially earned post-season births in the State University of New York Athletic Conference (SUNYAC) and *Eastern College Athletic Conference (ECAC)* tournaments. With the exception of one injury-plagued season, Coach Ferchen had a winning record every year at O-State. It is not the statistics, however, that define Coach Ferchen.



Coach Rick Ferchen

Coach Ferchen uses the college baseball experience to ground his players in life lessons. By nurturing player respect for teammates, opponents, coaches, teachers, the game, and academics, Coach fashions a framework that will provide guidance long after graduation. His credo emphasizes “Respect, Trust, and Loyalty.” Recognizing the need for balance, Coach Ferchen also tells his players to “have fun and play hard.” These axioms, explains Coach Ferchen, translate into a commitment to “Prepare — Perform — Position.” “Position” means “make it to the next step” on the diamond, in the classroom, and in life.

A proponent of the liberal arts, Rick earned bachelor’s and master’s degrees. As former academic mentor to the team, I am impressed by the emphasis Rick places on academics and character. From his first day at O-State to the present, Rick remains a tireless and principled recruiter. Beyond baseball tools, he looks for respect, passion, character, and attitude in evaluating recruits. Rick develops enduring relations with the parents of his players. Rick always conducts himself as a gentleman on and off the diamond, and his players model themselves in his mold. Under Rick, O-State ballplayers have earned note as good students and contributors to campus and community. An exceptional role model, Rick has involved his players in volunteer activities, including leaf raking, assistance for the elderly, Little League clinics, *Kids Night Out*, and *Into the Streets*.

Under Coach Ferchen, “Practice is coaches’ time. Practice is where we teach. The game is the kids’ time. If we do our job right, the kids will think with you in the game and they are thinking ahead.” Rick and his assistant coaches teach their student athletes the way baseball should be played; emphasis is placed on the fundamental, including the oft-neglected bunt. Even Red Dragon power hitters can lay down a well executed bunt with runners on and no outs.

The Rick Ferchen game means smart, heads-up baseball that minimizes mental mistakes by teaching players to “think what you going to do when the ball is hit to you.” Recognizing that hitting is a rollercoaster, Rick emphasizes “small ball” offense with bunting, hit-and-run, gap hitting, and aggressive base running that steals bases as well as stretches singles into doubles and double into triples. Under Rick, O-State ballplayers learned to “react to what the game gives you and know what to do.” Rick shared with his squad the same amalgam of centeredness and game intelligence that marked his own role models, Tony LaRussa and Joe Torre.

By providing strong foundations in practices that nurtured skills, confidence, and conditioning, Coach Ferchen “let players play the game.” During games, he kept the focus on players, not on himself. Always a players’ coach, Rick believed, “Players should not be afraid to make a mistake; they happen.” His commitment to his young men remained constant: “I will never embarrass a player before family, friends, or peers. If I need to speak to a player about a game mistake, it will be like gentlemen in the dugout with an arm around the player.” Rick’s Red Dragon internalized their Coach’s approach: “Play hard. Make no excuses. Enjoy the game.”

Coach Ferchen treats all of his players like sons. He respects them for their accomplishments on and off the field. Looking back, Coach remembers, “Some kids signed professional contracts, went on to coach, served their country in the military, teach, volunteer in their communities, and are good parents. I’m very proud of all of them.” Brandon Heslin represents the qualities that Coach has nurtured in hundreds of young men:

## Coach Rick Ferchen (continued)

*Brandon Heslin probably had the best year of any O-State player in 2002. A centerfielder, Brandon was a First-Team All-American and still holds numerous records. He was our co-captain. Brandon has a competitive nature and a work ethic second to none. Brandon respects the game, and I admire his respect for teammates and opponents. He earned a plaque in the O-State Hall of Fame. Today Brandon teaches and coaches baseball at Susquehanna Valley High School, and Brandon is mentoring a new generation of student athletes.*

The list of Coach Ferchen's great players is long. Dave Filak is another example of the many whose dreams grew as a Red Dragon ballplayer. Arriving in Oneonta as a catcher, Dave, under Coach Ferchen's mentoring, developed into a remarkable right-handed pitcher. During the 2010 O-State season, Dave won 8 games against only 1 loss while registering a stellar 2.00 earned run average, garnered SUNYAC and ECAC Pitcher of the Year awards, and earned an NCAA Division III Second Team All-American berth. A high draft pick, Dave went on to play professional baseball. Coach Ferchen graciously directs all attention to Dave:

*The credit goes to him. He's worked very hard over the past couple of years. It's something he wanted to do and was willing to do. He was really receptive to it and was willing to listen and put the time in, and now it's going to pay off for him.*



O-State's Dave Filak

Coach Ferchen's teams have mounted many come from behind drives. Despite these dramatic victories, Rick's most memorable coaching moment came in a brave defeat. In the 2010 NCAA tournament, O-State's ace pitcher Dave Filak lost Game One, and experts thought Oneonta was done. Against all odds, however, a resilient O-State won its next three games. Facing a strong Brockport team, Oneonta first baseman Dan Randall dove to his right on a grounder that looked like a game-winning hit — and still sliding on the ground, flipped the ball to O-State pitcher A.J. Bates, covering first base, to preserve a Red Dragon victory. Eventually O-State's memorable tournament drive ended in the 12<sup>th</sup> inning of an elimination game, which went back and forth, with a loss to a powerful St. John Fisher College squad. Coach Ferchen conveyed only pride to his players: "It was a great game. The kids played their hearts out. No regrets." On an off the field, Rick Ferchen and his student athletes earn high marks in the evaluation that counts most, the one immortalized by Grantland Rice:

*When the one great scorer comes to write against your name -  
He marks - not that you won or lost - but how you played the game*

In addition to his remarkable College coaching career, Rich served for 11 years as the Director of *Baseball World*, a summer camp founded by Chicago White Sox minority owner Eddie Einhorn and located on the SUNY Oneonta campus. At *Baseball World's* peak, Rick expertly supervised an 8-week program for 2640 campers per summer season with teams and players rotating weekly. Campers, ranging in age from 11 to late teens, came to Oneonta with coaches, parents, and siblings, which meant significant revenue, field improvement, and positive publicity for the College. Teams have travelled to *Baseball World* from all over the U.S. as well from diverse regions of the world, including Israel, Japan, Mexico, and Canada, providing a positive showcase for the College. With Rick as Director, *Baseball World* has also had a tremendous impact on the greater Oneonta economy, boosting restaurants, motels, and other local businesses.

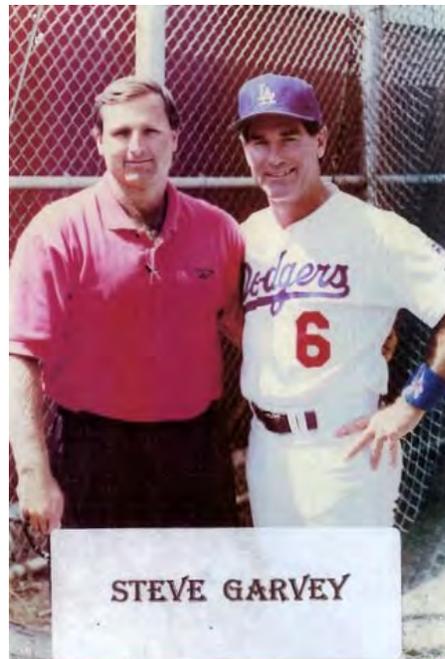


### **Coach Rick Ferchen (continued)**

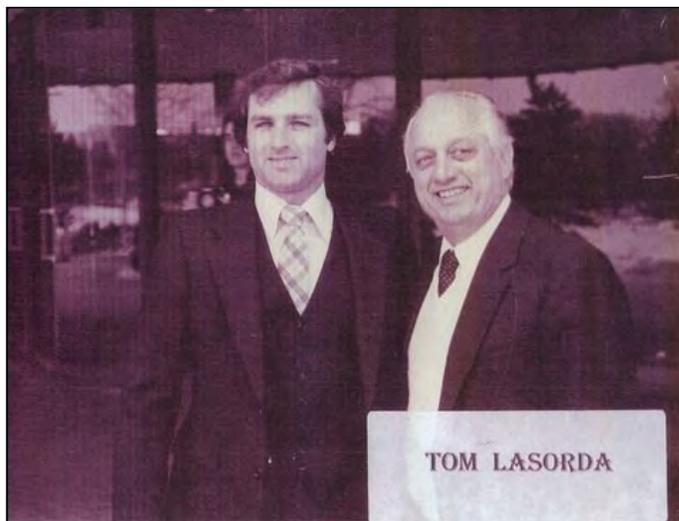
Rick also served as an ambassador for SUNY College at Oneonta in the summer of 1997. In a *Field of Dreams*-like epiphany, a number of baseball greats practiced, in uniform, on O-State's baseball diamond. Their numbers included Brooks Robinson, Phil and Joe Niekro, Steve Garvey, Maury Wills, Sparky Lyle, Fergie Jenkins, and Ken Aspromonte. Rick facilitated their O-State practice session before the major league legends participated in a fantasy camp game at Cooperstown's Doubleday Field. For those in attendance, including my son Joe and me, it was a memory to treasure.

Players, past and present, join so many in the College and community in thanking Rick Ferchen for his many contributions and wish him much continued coaching and personal success in the years ahead. Reflecting on the baseball program Rick built at O-State, Oneonta High School Athletic Director and baseball coach Joe Hughes observes that the "SUCO program has progressed and they're a quality program with good players. Whoever's taking over probably will have a pretty good group of players to work with." Longtime Oneonta Little League manager and Otsego County Board Representative Rich Murphy speaks for many when he calls Coach Ferchen "a vibrant, important part of this community." With his customary generosity and good will, Coach Ferchen wishes to return that thanks:

*To my players, I wish you all the best, always. A coach is only as good as the players, and I have been honored to coach a lot of great student athletes. Words are insufficient to thank my longtime assistant coaches, Tom Marks and Mike Lum, for their loyalty, respect, hard work, and commitment of time; their contributions made the program successful. The O-State grounds crews, facilities staff, equipment managers, trainers, alumni, faculty, and community boosters are great professionals and people. Thanks also to the wonderful secretaries for their much appreciated assistance. And I want to recognize the outstanding College dining staff. So many friends have helped me and the program. Over the years, I have enjoyed the friendship and assistance of my fellow head coaches, a truly exceptional group. Thanks to the Oneonta community for welcoming and supporting Mary Lou and I and our children through the years; Kyle and Brianna have grown up in a good place. O-State baseball could always count on business boosters Rick and Marshall Eastman, Joe of Sal's Pizzeria, the Sixth Ward Athletic Club, and so many other good folks. And a tip of the hat goes to Rich Murphy and Oneonta Little League for supporting our baseball camps and clinics. My family and I cherish our Oneonta years.*



Coach Ferchen with former NL MVP Steve Garvey



Two great coaches, Rick Ferchen, left, and Hall of Famer Tommy Lasorda, right

## UUP and CSEA Thank Their *Saturday's Bread* Volunteers

By Bill Simons, Chapter President



UUP Saturday's Bread volunteers

Community Service is an important part of the mission of UUP Oneonta, and, as part of that mandate, our chapter provides volunteers for diverse endeavors. Amongst our volunteer initiatives is *Saturday's Bread*, which UUP does in collaborative solidarity with CSEA. Non-sectarian, although domiciled at Oneonta's First United Methodist Church, *Saturday's Bread* has weekly, for the past twenty years, dispensed food, good cheer, and friendship. For servers and guests alike, it provides an affirmative experience, breaking down artificial barriers between people through expressions of mutual respect. Linda Drake, UUP stalwart and the nonpareil Director of the Center for Social Responsibility, arranged for UUP's return to *Saturday's Bread* on April 14, 2012. UUP-CSEA volunteers, who worked from 9 AM to 2 PM, prepared food, set up tables, greeted guests, served meals, and cleaned up. Our labor contingent included Philippe Abraham, Dennis Banks, Jacqui Berger, Kayla Compton, Robert Compton, Elaine Downing, Janie Forrest, Rebecca Howe, Maureen Lamarca, Nithya Iyer, Ho Hon Leung, Hanfu Mi, Ray Siegrist, Bill Simons, Brian Tappan, Karyn Tucker, and Fred Zalatan. State UUP Vice President for Professionals Philippe Abraham, State UUP Executive Board Member/Empire State Chapter President Jacqui Berger, and State UUP Executive Board Member Brian Tappan travelled many miles to once again join in solidarity with their Oneonta friends. On 8-cylinders as always, Brian served a co-cook and event photographer. UUP and CSEA thank their volunteers, fine people all, and look forward to returning to *Saturday's Bread*. ***(P.S. If names of any volunteers were left out, it represents the limitations of memory, not of appreciation.)***



State VP Philippe Abraham & Empire State President Jacqui Berger join Oneonta volunteers

# Common Sense and Non-Sense in Diversity: Which Way Forward?

By Robert Compton, Vice President for Academics

## Introduction: Diversity Now

Oneonta has a diversity problem. That is abundantly clear from President Kleniewski's communications. The College is struggling mightily to move from the 19<sup>th</sup> to the 21<sup>st</sup> century. To the President's credit, she has finally begun to address an issue that confounded past administrations. As she moves forward, let's trust that she understands that the diversity issue on this college is not only complex, but most importantly involves the quest for social justice within a larger macrocosm we call the United States. The complexity involves issues of reality and perceptions of power and fairness in American society. Significant class undertones underlie the debate as all students, including students of color struggle, with the rising cost of tuition and concerns regarding onerous student loans and decreased employment prospects become major social issues.

Family Vacation in Niagara Falls, Canada



Our students have become more savvy about issues of diversity. Despite the College video at [http://www.collegedata.com/cs/data/college/college\\_pg03\\_tmpl.jhtml?schoolid=103](http://www.collegedata.com/cs/data/college/college_pg03_tmpl.jhtml?schoolid=103) glibly stating that we have 10% minorities and 2% international students, students resent tokenization. Many colleagues are aware of the recent case in which photographers entered into a class-room and took unauthorized pictures of students. One African student complained that photographers are always taking her picture and that she resented it. Many philosophical and ethical issues regarding this case will require the institution to do some deep "soul searching" on many dimensions.

- Is the College responsible for an accurate visual representation of itself?
- Is the College interested in legal or moral compliance with its statistical data and visual representation?
- At what point, if ever, do we crossover to false advertising?
- Where is the academic enterprise in depictions of the College to the outside world?
- What is the role of academics in advertising does our advertising shortchange that enterprise?

## Departmental, Governance, and Faculty Involvement

Diversity can be found on the campus, but it requires effort to find it and embrace it. In many ways, Oneonta is not unique many people say. For some, the "good news is that Oneonta is like many upstate colleges." Belief in this mindset diminishes critical thinking of what we are and where we need to go. Change must be measured, deliberate, and calibrated. Revolutions and radical changes outside the confines of institutional practices often lead to cursory decision-making and unintended consequences. My concern, in this regard, are the institutional arrangements pertaining

to issues of social justice on this campus effective and competent? Institutional strength refers to both structure and personnel capacity and mental and cultural bearing. In many articles I have written for the *Sentinel*, I questioned the College primarily on issues of structure and personnel capacity. My thinking is evolving to encompass the principles of social justice and embrace the idea of mental bearing and organizational culture.

No public relations, programming, or smoothing techniques can change the statistics, if you know how to read them. So when we hear that the College will increase ALANA faculty by 25%, according to the Strategic Action Plan on Equity, Diversity, and Inclusion (2007-11), what does that mean? For example, after this semester, it is likely that there will be no African-American male faculty on this

**In the end, the administration, the College, and the people who participate will likely find themselves questioning the meaning and value of their involvement.**

## ***Common Sense and Non-Sense in Diversity (continued)***

campus. How do you increase 0 by 25%? I went to analyze the specifics of Strategic Action Plan on Equity, Diversity, and Inclusion and the Tripartite Committee and its processes the other day. Unfortunately, the Office of Equity and Inclusion's (OEI) webpage no longer had links to the reports or even their membership (<http://www.oneonta.edu/admin/oei/> Last attempted access to 4/23/2012). At a past Labor Management meeting, UUP asked for the membership of the Tripartite Committee because the dead link on the OEI webpage. It was restored prior to the meeting, but now there is, once again no link. We understand that the President wants to adopt a new system. We applaud the movement away from the Tripartite Committee, which we believe was misused and continues to be tainted by politics. At the same time, employees need protection from abuse, **now**. I mention this because it goes back to the issue of social justice and credibility of this campus.

Academics and departments need to be involved in the diversity issues, including the Black List Remembrance. Have departments been approached? Has the Senate been approached? Or do we have a situation where individuals are selected by the administration? What is the rationale for their selection? How does the College community want to address the upcoming 20<sup>th</sup> Anniversary of the 1992 case? It's not surprising that faculty now increasingly view diversity issues with chagrin and resignation. Top-down diversity results in selective and short-term involvement of faculty and not broad-based sustainable participation. The current rationale for participation may include: genuine but often naïve desire to make a difference; maximization of utility curves pertaining to promotion, DSI, and FARs; desire for administrative affirmation; or desire for personal affirmation. In the end, the administration, the College, and the people who participate will likely find themselves questioning the meaning and value of their involvement.

Critical programming must focus on resolving social justice problems on this campus by asking difficult questions and moving forward deliberatively. We should not have a flurry of programs that insult the principles of social justice and thereby mock the legacy of those who were killed for standing up for justice.

### ***Deans' White Paper on Diversity***

Deans Alex Thomas and Julie Freeman initiated a much needed and serious discussion of diversity from the perspective of academics. The *White Paper* acknowledges diversity problems on this campus and provides some ideas to resolve them. Its most important contribution is the need to look in upstate New York to help diversify the campus.

How far have we progressed as a community over the years? We need data from the Office of Equity and Inclusion (OEI) and the Office of Institutional Assessment and Effectiveness (OIAE) to be readily available and accurate. While I have found useful and current data on the OIAE website, that is not the case with OEI. As critical as diversity is to SUNY and to Oneonta, that needs remedied. Recently, a report entitled *Deans' White Paper: Academic Affairs and Diversity at SUNY Oneonta* was circulated to chairs for input. In its introduction, the White Paper notes that the Strategic Plan of the College emphasizes the need for increased diversity and then defines (within the context of the paper) diversity. It also notes that some solutions to our lack of diversity can be addressed as follows "... a closer examination of the demographics within a two hour drive of Oneonta reveals a considerable amount of racial and cultural diversity." Clearly, it is apparent that this College finally acknowledged its diversity problem, and, in my opinion, the President rightfully and correctly began to address years of institutional racism and some of the failures of the offices charged with responsibility in this area. The *White Paper* concludes by stating,

*There is currently a variety of resources in Academic Affairs, particularly among the faculty, that can be marshaled to improve diversity on campus. It is essential that more research on the regional population be conducted as we proceed. It is also essential that we respond by examining who at the college is currently involved in such activities. For example, both Renee Walker and Susan Bernardin are involved in research and other activities related to Native American populations and could thus play a key role in activities related to increasing a Native American presence on campus. Similarly, multiple members of the faculty are involved in the study of racial and ethnic conflict, and multiple faculty have interests in the study of a diverse array of religions, such as Fida Mohammad (Islam) and Ashok Malhotra (Vedic Religions). Consultation with the faculty is critical as we move forward as they are our best resource.*

## Common Sense and Non-Sense in Diversity (continued)

Diversity within the context of “intersectional analysis” as used in the Africana and Latino Studies Department encompasses race, gender, and class and the understanding that all three are integral to the understanding of social justice. Furthermore, race, gender, and class interact with one another. As it is noted, the “proof is in the pudding” and comparative statistics provide important framework for moving forward when they are available. Thus, data should be made widely available on this campus for analysis and discussion.

Intersectional understanding is important because diversity is one of race, class, gender, culture, national origin, and ideology. Increased racial diversity at the expense of class or vice versa masks the reality that diversity in one aspect does not necessarily mean that we have “moved forward.” We are a microcosm of the state and as its demographics change, so too does ours. In other words, the 10% diversity statistic from the video can be interrogated by relational contexts. According to the US Census, New York is 15.9% Black; 7.3% Asian; 0.6% American Indian and Alaska Native; 17.6% Hispanic or Latino origin; 58.3% White, not Hispanic; and 3% two or more races. Of course, we have to ask some questions here. What is the socio-economic stratification between and within racial groups? What percentage of each category is “upstate” versus “down state” or “rural” or “urban”? What is the gender distribution? Shouldn’t the Office of Institutional Research, working with the Admissions Office assemble and utilize these kinds of statistics carefully?

### Dead Last? Tell me It Ain’t So

As our College’s reputation has increased due to the fruits of the hard-working admissions’ personnel, faculty, and staff. I am proud of the increased profile of our students. The average SAT and GPA of entering students have reached very high levels, increasingly comparable to that of public Ivy’s. As an interesting anecdote, a few weeks ago, a colleague told me that students on the bus were saying the Oneonta was so academically rigorous that one said, “what is this SUNY-Harvard?” Granted, we have no desire to be the Harvard of the Catskills. However, the College at Oneonta should become a College that takes diversity seriously and one that takes academics seriously.

The Data below, acquired from the *US News and World Report* website (<http://www.usnews.com/education/blogs/college-rankings-blog/2010/08/26/looking-for-a-college-with-a-diverse-student-body>), show that Oneonta ranks dead last among all SUNY schools in terms of diversity. Diversity is measured as the probability that a student would meet someone of the same racial background on campus excluding international and non-US resident students. Therefore, as a fractionalization index, it ranges from 0 to 1 with 0 being the least diverse and 1 being the most diverse. Under such a scale, a historically black or Latino serving institution would rank low on diversity scale. The *US News and World Report* website states that students seeking a education in a racially diverse environment may be interested in these statistics.

In the table below, I included Hartwick College and Utica College for comparative purposes. Edinboro Univeristy of Pennsylvania is in an area even more remote than Oneonta. It is a comprehensive public institution like Oneonta.

**Table 1. US News and World Report Diversity Index (2009-10)**

University Centers	Diversity	Comprehensives	Diversity	Tech Colleges (UCT)	Diversity
Stony Brook	0.60	Old Westbury	0.69	Farmingdale	0.50
Binghamton	0.48	Purchase	0.42	Canton	0.44
Albany	0.47	New Paltz	0.40	Delhi	0.41
Buffalo	0.42	SUNY-IT	0.30	Maritime	0.32
ESF (For. & Env. Sc.)	0.17	Geneseo	0.30	Alfred	0.31
		Plattsburgh	0.27	Morrisville	*
		Oswego	0.25		
		Cortland	0.22		
		Potsdam	0.20		
		Fredonia	0.19		
		<b>Oneonta</b>	<b>0.17</b>		
		Utica College	0.37		
		Edinboro (PA)	0.22		
		Hartwick	0.22		

\* Data could not be found

## Common Sense and Non-Sense in Diversity (continued)

Despite being within relatively close proximity to Albany, Syracuse, Binghamton and New York City than some of our counterparts, it is clear that Oneonta, on the category of race, remains far behind in its sector. I included the R-1s and the UCT for two reasons. First, I wanted to demonstrate that geography, in itself, has not precluded diversity in SUNY. R-1s attract the best students because of their research prowess. Research prowess drives diversity. Geneseo, a cow pasture college is able to have a more acceptable diversity score because of its teaching prowess. Why can't Oneonta, despite its favorable location, compared to Fredonia, Potsdam, and Plattsburgh rank higher? UCTs by emphasizing two-year practical degrees tend to attract first generation college students. Parents, balking at the cost of four year liberal arts degrees, in general, have started to look toward two and four year degrees in nursing, accounting, computer information systems, and the trades as more worthwhile investments. The demographics at the UCTs actually provide Colleges like Oneonta with a unique opportunity to recruit transfer students.

I found that over the past ten years, the College has made no progress whatsoever in diversification of the student body.

I also examined data from the Office of Institutional Assessment and Effectiveness regarding first time freshman and transfer students to Oneonta based on race and ethnicity (<http://www.oneonta.edu/academics/iae/>). I found that over the past ten years, the College has made no progress whatsoever in diversification of the student body. In fact, as it pertains to Black students, the statistics indicate that there are fewer black students today than ten years ago. In the Fall of 2000, there were a total of 61 black students out of 1878 entering students. For the Fall of 2010, that number declined to 46 entering students.

**Table 2. Race and Ethnicity of Entering Students as Percentage of Total\***

Undergrad First Time	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
White	84.37	79.52	81.95	83.88	85.3	78.26	82	80.74	83.21	79.13	81.71
Black	3.19	2.22	1.92	2.38	1.88	3.89	2.61	3.69	3.17	2.31	2.92
Hispanic	4.02	5.02	3.57	5.56	4.66	6.09	4.7	6.2	7.28	4.79	3.8
Asian	2.2	1.97	1.31	2.22	2.33	2.45	1.91	2.09	1.96	1.63	0.71
Am Ind/AK Nat	0.15	0.08	0.17	0.24	0.36	0.17	0.43	0.25	0.28	0.34	0.09
Mixed Heritage	na	6.01									
Foreign	0.38	1.23	0.7	0.95	1.61	2.2	2.61	3.6	0.37	2.14	1.5
Unknown	5.69	9.95	10.37	4.77	3.85	6.94	5.74	3.43	3.73	9.67	3.27
<b>TOTAL+</b>	<b>1318</b>	<b>1216</b>	<b>1147</b>	<b>1259</b>	<b>1116</b>	<b>1182</b>	<b>1150</b>	<b>1194</b>	<b>1072</b>	<b>1169</b>	<b>1132</b>
Transfer Students	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
White	85.89	79.6	80.59	83.26	82.19	84.39	83.56	83.69	82.99	79.4	81.03
Black	3.39	2.32	5.35	3.35	2.9	2.77	2.97	2.12	3.36	2.13	2.49
Hispanic	1.79	2.49	2.18	3.77	2.69	3.16	2.74	4.45	3.74	2.31	0.38
Asian	1.43	1.16	0.79	1.05	1.66	0.79	1.6	0.21	1.12	1.95	0.96
Am Ind/AK Nat	0.36	0.66	0.2	0	0.21	0	0.23	0.21	0.19	0.53	0.19
Mixed Heritage	na	7.66									
Foreign	1.96	3.81	1.98	2.51	2.69	3.36	3.65	2.12	1.31	4.09	3.64
Unknown	5.18	9.95	8.91	6.07	7.66	5.53	5.25	7.2	7.29	9.59	3.64
<b>TOTAL+</b>	<b>560</b>	<b>603</b>	<b>505</b>	<b>478</b>	<b>483</b>	<b>506</b>	<b>438</b>	<b>472</b>	<b>535</b>	<b>563</b>	<b>522</b>

\* Source: SUNY Oneonta, Office of Institutional Assessment and Effectiveness

**Common Sense and Non-Sense in Diversity (continued)**

Where to Recruit Diverse Students: Race and Class

The Deans' White Paper noted that upstate diversity, in terms of national origin, race, gender, and religion has not been properly utilized in diversifying the campus. In terms of race, as I stated in the Joint Division meeting with the Deans, I see upstate recruitment as supplemental, rather than replacing downstate diversity. We cannot diversify the racial mix of this college by bypassing New York City. Significant rural poverty in upstate New York should result in intensifying our commitment to erasing the social wounds of class. The same is the case with urban poverty in upstate cities and the New York City vicinity. Upstate poor tend to be white. Downstate poor are of a variety of racial groups. We need to make a concerted effort to find the 'diamonds in the rough' within the poor of upstate and down state.

There is some discussion among quarters that African-American and Latino(a) students from the city have greater difficulty adjusting to the relatively homogeneous campus climate. In contrast, the argument goes, those from upstate are more acclimated to relative white homogeneity. When I visit the office of state legislators, especially those from New York City, I am always struck by their lack of appreciation for upstate SUNY. We need the support of downstate politicians. If SUNY campuses upstate lack downstate minority enrollment, we should not be surprised if support for CUNY far surpasses that of SUNY. New York City is the future of SUNY, although campuses upstate including our own, appear not to realize this. It's a fool's errand to re-orient recruitment monies to upstate at the expense up downstate efforts. Any upstate recruitment fund allocated should be additional.

Native American, Jewish, and Asian upstate students are important to diversifying the Oneonta student body. However, the primary benefits can only come from our recruiters working closely with specific schools in upstate metropolitan areas with a large percentage of students of color. In addition, there is one very important and potentially ignored point in the debate about upstate urban "white" recruitment. Non-Latino(a) Caucasians from schools with large numbers of minorities are more likely to possess the kinds of sensibilities and values that will assist Oneonta in its diversification efforts.

**Non-Latino(a) Caucasians from schools with large numbers of minorities are more likely to possess the kinds of sensibilities and values that will assist Oneonta in its diversification efforts.**

Bearing this in mind, I went to the website for the National Center for Education Statistics (<http://nces.ed.gov/>) and obtained data for 2009-10 on student enrollment in urban school districts. I thought that these locations provide the greatest potential for yielding the next group of Oneonta students of diverse class and racial background. The data presented below show the number of students and the respective percentage of high school students in these urban areas.

Knowing the number and racial make-up of students in predominantly urban school districts allows the college to develop, carefully, a diversity based recruitment strategy.

**Table 3. High School Students by Race/Ethnicity in the Largest Upstate Municipalities\***

Municipality	Race/Ethnicity	# of Students	% of total	Municipality	Race/Ethnicity	# of Students	% of total
<b>Bing/Vestal/UE</b>	Native American	17	0.5%	<b>Syracuse</b>	Native American	64	1%
	Asian/Pacific	170	5%		Asian/Pacific	342	7%
	Hispanic	185	5%		Hispanic	492	10%
	Black	587	16%		Black	2033	42%
	White	2795	74%		White	1875	39%
	Total	3754	100%		Total	4806	100%
Municipality	Race/Ethnicity	# of Students	% of total	Municipality	Race/Ethnicity	# of Students	% of total
<b>Rochester</b>	Native American	57	0%	<b>Albany/Troy/Schenectady</b>	Native American	34	0%
	Asian/Pacific	649	4%		Asian/Pacific	798	6%
	Hispanic	2647	15%		Hispanic	959	8%
	Black	6749	38%		Black	3517	28%
	White	7709	43%		White	7333	58%
	Total	17811	100%		Total	12641	100%

Municipality	Race/Ethnicity	# of Students	% of total	GRAND TOT.	Race/Ethnicity	# of Students	% of total
Buffalo/Niagara/	Native American	168	2%		Native American	340	1%
Lackawanna	Asian/Pacific	302	3%		Asian/Pacific	2261	5%
	Hispanic	987	10%		Hispanic	5270	11%
	Black	3886	40%		Black	16772	34%
	White	4363	45%		White	24075	49%
	Total	9706	100%		Total	48718	100%

\* There are, of course, variations within specific school districts regarding the percent minority of the student body. However, there is a significant number of college-age minority students in upstate municipalities that SUNY Oneonta can target. These numbers do not include private, charter, or technical schools. BOCES are also excluded.

## Conclusion

My research for this article shows that diversity on this campus remains highly problematic. The Strategic Action Plan on Equity, Diversity, and Inclusion report (2009-10) heralds the progress made on this campus since the inception of the plan in 2007. I see no improvement in the statistics pertaining to the diversity of students on this campus. Programming can only go so far to improve the campus climate. There is no substitute for a strategic and purposive recruitment of diverse faculty and students. Presently, there is no evidence to suggest that we are going in the right direction despite the rapidly increasing diversity of New York State. For many reasons, the late 20<sup>th</sup> century appears to have bypassed Oneonta. These numbers are irrefutable and this article is a clarion call to the campus.

Social justice requires that we take action to address the problem of diversity on this campus. Diversity is a means to the ends of social justice. Carl H. McCall, Chair, SUNY Board of Trustees, states:

“The Board of Trustees has a shared vision with the Governor and the Chancellor that the State University can and will harness academic excellence as a catalyst for the economic revitalization of New York. We’re committed to putting New Yorkers back to work—not only preparing them for the jobs of today, but for the opportunities of tomorrow.” [http://www.suny.edu/board\\_of\\_trustees/](http://www.suny.edu/board_of_trustees/)

SUNY needs to be accessible and available to all New Yorkers. To be otherwise is justice denied.



## Fenway at 100: Its History, Fans, and All-Time All-Star Team

By Bill Simons, Chapter President

*Fenway Park, in Boston, is a lyric little bandbox of a ballpark. Everything is painted green and seems in curiously sharp focus, like the inside of an old-fashioned peeping-type Easter egg. It was built in 1912 and rebuilt in 1934, and offers, as do most Boston artifacts, a compromise between Man's Euclidean determinations and Nature's beguiling irregularities. Its right field is one of the deepest in the American League, while its left field is the shortest; the high left-field wall, three hundred and fifteen feet from home plate along the foul line, virtually thrusts its surface at right-handed hitters.*



Fenway Park with John Hancock Tower in rear, second

The great writer John Updike wrote the preceding description of Fenway Park in 1960. Everyone has their Fenway memories. During former times, I enjoyed using strong binoculars on the observation deck at the John Hancock Tower to look into the stadium from about a half mile away, hoping to steal the signs of the opposing catcher. Who can forget the Red Sox' Carlton Fisk frantically waving the 12<sup>th</sup>-inning drive off his bat fair for a home run in Game 6 of the 1975 World Series?

## ***Fenway at 100 (continued)***

In conjunction with its 100<sup>th</sup> anniversary, Fenway recently gained listing on the National Register of Historic Places. Fenway has changed since its 1912 construction. During the 1933-1934 off-season, steel and concrete replaced wooden bleachers; the leveling of Duffy's Cliff removed left-field's 10-foot incline; and a more formidable wall rose in left field. Green paint first covered the left-field wall in 1947. In time, locals termed the left-field barrier *The Wall* and subsequently the *Green Monster*. For the 2003 season, netting came down, and seating opened atop the Green Monster.

Nonetheless, the essential Fenway Park has endured through the decades. The hand-operated scoreboard remains impervious to the technology of Tom Edison, let alone of Bill Gates. Bounded by crowded Boston streets and drab buildings, a lack of open space deters stadium expansion and accessible parking. The colorful and boisterous hawkers of pungently aromatic victuals and memorabilia continue to line the swarming sidewalks leading to the ballpark. Fenway remains a compact structure with distinctive, sharp, and irregular angles framing the playing field and the spectator seating. Even with the addition of a few thousand additional seats in recent years, a capacity house numbers 37,493. Venerable girders create vision obstruction in some areas of the grandstand, but the lack of foul territory on the field brings physical proximity to the fans — as well as second chances to batters and anguish to pitchers.

Fenway is tough on pitchers. The proximity of the Green Monster in left field and the relatively spacious dimensions in right field has encouraged a continuity of Red Sox player types and style of play through the years. Right-handed pull hitters enamored by the Wall have historically dominated Red Sox lineups. These power hitters have sometimes displayed ellipses in attention to the defensive component of the game. Images of Manny Ramirez lolling in left field and Dick Stuart, aka *Dr. Strangeglove*, insouciant and immobile at first base, still punctuate the consciousness of Red Sox Nation.

Fenway denizens possess distinct characteristics. They know that the game, like life, yokes the triumphant and the tragic. Despite the sweet World Series epiphanies of 2004 and 2007, Red Sox Nation never forgets the draught that beset the Fenway faithful for 85 seasons. Despite shibboleths to the contrary, Boston fans understand that the cycles of victory and defeat came neither from the Curse of the Bambino nor its lifting. The Fenway clubhouse antics and collapse of 2011 reinforce memories of 2003, 1978, 1949, and other such autumnal disasters. The true Red Sox fan knows that it is no less ennobling to identify with Troy though surely it will fall.

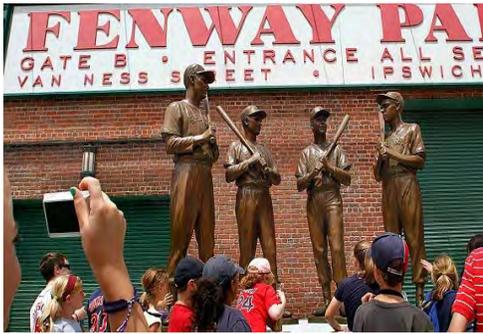
The Fenway experience leavens joy, hope, and enthusiasm with the hard maturity of experience. Fenway has known its sorrows. In 1945, Jackie Robinson and two other Negro leaguers received a bogus tryout at Fenway Park, and the Red Sox clubhouse remained racially segregated until 1959. During the 1950s, centerfielder Jimmy Piersall chased down fly balls and sought to outrun mental illness. On August 18, 1967, Tony Conigliario, a homegrown twenty-two year old, slugger, crowded the plate against California Angels pitcher Jack Hamilton; Hamilton's first pitch hammered Tony near the left eye, shattering bone, and knocking him unconscious as his legs writhed in grotesque contortions. Iconic writers, including Updike, W.P. Kinsella, Robert Parker, Stephen King, Doris Kearns Goodwin, and others literati found an authentic muse at Fenway. *Cheers'* flawed Sam Malone, fictive former Boston reliever, had the soul and humanity of a Fenway partisan.

Fenway Park possesses an authenticity of time and place. In 1999, mogul proposals to move the team from Fenway to a more spacious — and profitable — home wrought veritable rebellion from Red Sox Nation. New Englander identity, both individual and collective, is rooted in the past, and a century has rendered Fenway Park part of that legacy.

Ted Williams is the central protagonist of the Fenway century, his exploits passed down through generations of New Englanders along with the midnight ride of Paul Revere. Tempestuous, tormented, heroic, arrogant, obsessive, and athletically brilliant, Williams' Fenway odyssey encompassed parts of four decades, spanning from FDR's New Deal to the advent of JFK's New Frontier. His legendary personality and off-field exploits as a decorated Marine combat pilot, habitué of pediatric hospital wards, nonpareil sport fisherman, and profane antagonist of "the knights of the keyboard" rendered Williams both of and larger than the game. Williams loudly proclaimed his goal to become "the greatest hitter who ever lived." Despite five years spent in wartime military service during the peak of his prowess, Williams may well have reached that goal as his career statistics document an unsurpassed combination of hitting frequency and power

## Fenway at 100 (continued)

— .344 batting average, 521 home runs, .634 slugging percentage, and record .482 on-base percentage. No one has attained a .400 season batting average since Williams exceeded that mark in 1941. Fenway lore commemorates the



Fenway Park Gate B: Ted Williams,

September 28, 1960, “overcast, chill” Boston day on which the 42-year old Williams departed the game after an 8<sup>th</sup> inning home run at Fenway Park. Urdike evoked the immeasurable sense of loss accompanying Williams’ triumphant final home run:

*Williams ran around the square of bases at the center of our beseeching screaming... Though we thumped, wept, and chanted "We want Ted" for minutes after he hid in the dugout, he did not come back. Our noise for some seconds passed beyond excitement into a kind of immense open anguish, a wailing, a cry to be saved. When Williams died in 2004, Fenway Park, transformed into a Green Cathedral, hosted the wake, symbolically organized around the nine innings of a baseball game.*

Memories of Williams at the plate still animate Fenway. Stories of Williams’ deeds link the Fenway generations. Outside Gate B at Fenway Park, Williams patrols the entrance in the form of two bronze statues. In one montage, Williams stands with three cherished friends and teammates — Bobby Doerr, Johnny Pesky, and Dom DiMaggio.

The other tableau shows Williams with “Jimmy,” the cancer-stricken boy for whom the Jimmy Fund charity is named. Williams raised considerable money for the Jimmy Fund and frequently visited young victims of cancer.



Ted and his hero, Jimmy

Every year my son Joe and I attend a game at Fenway Park together and always pay our respects to Ted at Gate B. If the Sox are at home, we do so on Father’s Day after having brunch with my father, now 89 years old, as well as my mother, my sister Jo Ann and her family, Nancy, Joe’s wife Lynette, and Joe’s daughters Lily and Hannah, who are scheduled to become big sisters to a little brother in August. At Fenway, Joe and I root for Boston, down a Fenway Frank with a beer, and talk. Past and present merge in our talk, and I tell Joe some stories about Fenway games I saw with my father and express the hope to attend some with my grandchildren. Joe says, “You are lucky.” “How is that?” I respond. Joe answers, “You are 62 and still have a father to talk to.”

Below is my All-Time Fenway All-Star Team. Peak single season performance provided selection criteria. For a Fenway All-Star Team, seasons prior to 1912 do not count. Players needed to play the position aside their name during the season listed. Since Ted Williams and Carl Yastrzemski both played left field in their prime, the latter, despite his Triple Crown/MVP in the *Impossible Dream* 1967 season was unfortunately relegated to Honorable Mention. Alas, it was always Yaz’ misfortune to follow Teddy Ballgame.

Position	All-Time Player	Year	Batting Average	Home Runs	Runs Batted In	Honorable Mention
First Base	Jimmy Foxx	1938	.349	50	175	Kevin Youkilis
Second Base	Dustin Pedroia	2008	.326	17	83	Bobby Doerr
Shortstop	Nomar Garciaparra	1999	.357	27	104	Vern Stephens; Johnny Pesky
Third Base	Wade Boggs	1987	.363	24	89	Frank Malzone
Right Field	Dewey Evans	1987	.305	34	123	Jackie Jensen

**Fenway at 100 (continued)**

<b>Center Field</b>	Tris Speaker	1912	.383	10	90	Fred Lynn; Dom DiMaggio
<b>Left Field</b>	Ted Williams	1941	.406	37	120	Carl Yastrzemski
<b>Catcher</b>	Carlton Fisk	1977	.315	26	102	Jason Varitek
<b>Designated Hitter</b>	David Ortiz	2005	.300	47	148	Jim Rice

<b>Pitchers/ Starting Rotation</b>	<b>Year</b>	<b>Won</b>	<b>Lost</b>	<b>Average</b>	<b>Saves</b>	<b>Honorable Mention</b>
Smokey Joe Wood	1912	34	5	1.91	1	Curt Schilling
Roger Clemens	1986	24	4	2.48	0	Lefty Grove
Pedro Martínez	1999	23	4	2.07	0	Mel Parnell
Jim Lonbrog	1967	22	9	3.16	0	Tex Hughson
Babe Ruth	1916	23	12	1.75	1	Boo Ferris

**Relief Pitcher**

Jonathan Papelbon	2006	4	2	0.92	35	Dick Radatz
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**Manager** Dick Williams: 1967 American League *Impossible Dream* Pennant

**General Manager** Theo Epstein: 2004 World Series Championship — first since 1918

**Broadcaster** Curt Gowdy: 1960 gave voice to the drama of Ted Williams’ final campaign as well as to many others seasons

**Owner** Haywood Sullivan: 1978 scrimped together enough money to join ownership group; subsequent decisions as a co-owner increasingly controversial and dubious, but former second-string catcher’s improbable, albeit circumscribed, rise to the mogul ranks merits celebration

**All-Around Fenway Fixture** Johnny Pesky: any season — The ninety-two year old played shortstop and third base while consistently hitting over .300, called Ted Williams friend for over sixty years, managed, broadcast, coached, and still cheers for the Sox. The Pesky Pole marks the right field foul line.

**After Fire Destroyed Their Home: Loraine and Rich Tyler’s Wish List**

Loraine and Rich Tyler recently suffered the total destruction of their home by fire.

Through the years, Loraine and Rich have made invaluable contributions to the College, the community, and UUP. Many UUPers and others have asked how they may help Loraine and Rich. Loraine and Rich are not asking for gifts, but if you have extras or things that you're ready to loan or regift, go to the following link for information to access the list at <https://docs.google.com/spreadsheet/viewform?formkey=dDNqWjZxNGNiNEpaY3BVaEVkUExHd3c6MQ>

If you have questions, please contact Karen Anderson at 607-437-1757 (Cell), 866-431-5161(Fax), or email [RichLoraineWishList@gmail.com](mailto:RichLoraineWishList@gmail.com).

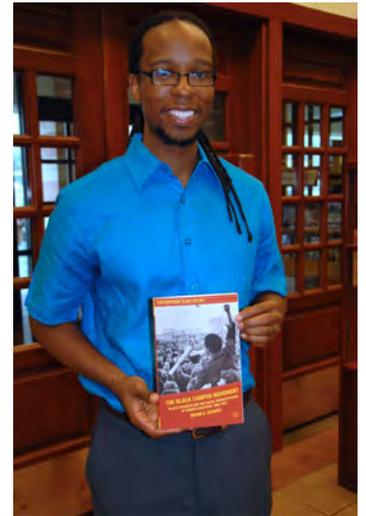
## Dr. Ibram H. Rogers' Letter of Resignation: "Will the college identify the segregation?"

**[Editor's Note:** This letter is published with the permission of Dr. Ibram H. Rogers.]

**Ibram H. Rogers**  
5937A N Hutchinson Street  
Philadelphia, PA 19141

April 11, 2012

Dr. Nancy Kleniewski  
President  
301 Netzer Administration Bldg.  
SUNY Oneonta  
Oneonta, NY 13820



**Dr. Rogers**

Dear Dr. Kleniewski:

This is to officially inform you that I am resigning from my position as Assistant Professor of African American History in the Departments of Africana & Latino Studies and History, effective with the beginning of business on September 01, 2012. I have accepted a position in Africana Studies at the University at Albany, SUNY.

I would like to express my gratitude to everyone involved in giving me the opportunity to come to SUNY Oneonta as a dissertation fellow during the 2008-2009 academic year, and remain as an assistant professor the last few years. I have truly grown as a teacher, scholar, and person, and I owe an aspect of this growth to this collegial environment and some very important mentors. I have had the opportunity to meet and befriend dozens of good people who I hope I will be able to stay in contact with for a lifetime. I have had the opportunity to instruct and share some wisdom with hundreds of inquisitive student minds. It has been an utter joy for me to contribute to their intellectual and personal development. I have had the opportunity to be a part of two enriching intellectual communities—Africana & Latino Studies and History—both of which are vital to the academic sustenance of the institution.

Unfortunately, all has not been good and joyous. It has simply been dispiriting for me to be the only African American male professor on campus. It is simply embarrassing for a college in a state as racially diverse as New York in 2012 that professes not to be racist to have one African American male professor, a handful of African American women professors, and zero tenure-track Latino American (born in the US) faculty.

Most people at SUNY Oneonta have been nice to me, and appear to believe that the college *does* have an issue with diversity. However, it seems that most of those people who believe there is a problem do not believe that the problem can be solved. Believing that a simple problem like campus diversity cannot be solved is no different than believing that there is no problem—that there is no problem with faculty, student, and staff diversity, let alone the horrid campus racial climate.

Moreover, there are others who blame the people who are not even here for the lack of campus diversity. They say black faculty do not want to come here (a slap in the face to the faculty who are here). They say we would have to lower our admissions standards to admit more black students (a slap in the face to the students who are here that met those standards). Instead of taking responsibility for the reasons why black faculty do not want to come here (or stay here), or the reasons why there is not a higher profile of black and Latino students applying, some of us have ominously deflected the blame off of the college. Too few people are asking: how can we make the college more attractive to talented African Americans and Latinos; in what ways is the college not attractive; how can we entice people despite those repellents?

## **Dr. Rogers' Letter of Resignation (continued)**

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If SUNY Oneonta provides a competitive salary for talented African American and Latino faculty, surrounds them with several other African American and Latino professors through cluster hires, maintains a zero tolerance policy to shield them from and punish campus discriminators, provides them with the financial ability (cover travel costs) and professional cover (allow two or three day schedules) to live, if they desire, in the more diverse Binghamton and Albany, implants them and bonds them in a formal support system like ALS or a derivative, provides jobs for their spouses, empowers them to guide policy on diversity matters, and finds every way to reduce their course load as often as possible so they can manage the heavy informal student advisee demands (let alone research), then SUNY Oneonta could *easily* and *quickly* turn its deficiency of faculty diversity into a strength. With the stellar publishing and teaching record of Karina Cespedes (Colorado State) and Robin Mitchell (DePaul University) before me—and I think I have performed adequately in those arenas—no one should be naïve enough to believe that the college would have to lower its so-called standards to bring in black and Latino faculty. If anything, the black and Latino faculty in recent years have raised the standards of the college.

In 2012, we have several academic departments that are segregated with zero African American and Latino American professors, and zero courses on these principal American population groups. I say segregated because this is not by happenstance. These departments regularly choose to not request lines in Africana & Latino Studies where the vast majority of African American and Latino professors can be found, thus effectively maintaining their segregated status all the while claiming that their being fair, that they care about diversity, that they are not racist. Will the college call a bird a bird? Will the college identify the segregation? Will the college press for desegregation?

If ever the college decides to pressure these departments to desegregate, if ever these departments realize their own need to desegregate, and they allow in one or two black and Latino professors, we must understand that those desegregating additions will not represent progress, does not show positivity. The college refuses to acknowledge that it has jammed itself into a pit of negativity, as far as diversity is concerned. While most college diversity advocates are fighting for three or four, at SUNY Oneonta we have to fight for one or two. Thus, these additions represent the college climbing out of the negative and reaching zero sum, reaching ordinariness. Only then could the college begin progressing. It is within this context, with this in mind, that so many people in the ALAANA community resent the recent avowals of progress. The victimized, while still being victimized want the victimizing to cease. We do not want to hear chants that it is getting better, that we are not being victimized as harshly as we once were. Even as it satiates the victimizers, that does not satiate the victimized. That only enrages us. Working to solve an unsolved problem, a crisis, is not progress. Progress can only emerge after the problem has been solved.

Recruiting a diverse student body is even easier than the ease of diversifying the faculty (Let me say as an aside, it is only easy when there is a strong will, willingness to prioritize it and dedicate all of the necessary resources. Anything less than that, makes these tasks I am speaking about difficult). If the college calls itself a state college that draws students from around New York, then its student body should roughly reflect the state population. However, it does not. Why is the student body overwhelming white? Two simple reasons: the college has strong and effective recruiting networks in white communities across the state, and the college has a positive reputation in those communities. These are even more critical than the college's location, as the numerous diverse colleges around the nation in towns like Oneonta can attest. Why does the college continuously fail to enroll enough African Americans and Latinos to match the state population? Two simple reasons: the college has weak, ineffective, and/or nonexistent recruiting networks in black and Latino communities across the state, and the college has a negative reputation in those communities. It takes a lot of money to build and rebuild these recruiting networks. If the college wants to diversify, then it will spend that money, more than it has. If it does not, then it will not. No one will believe for now on that the college wants to diversify unless it spends that money.

## Dr. Rogers' Letter of Resignation (continued)

Reputation is developed primarily by the experiences that students have while on campus. And, if the heart-wrenching story after story that students shared at the forum in the fall is any indicator, then SUNY Oneonta is doing an abysmal job. These stories are not merely being shared to us, but they are being shared back home, damaging the reputation of the college. What is most damaging is what these students are sharing is the response from the college—often nothing.

When I sat on the committee to develop a strategic plan for the college, I stressed to everyone that we needed a zero tolerance policy for racial, gender, sexual, religious—any form of harassment and discrimination. Racial harassment and discrimination is a fact of life for every African American and Latino student, staff, or faculty member. What more will it take for the college to realize that it has to do something drastic and extreme to change this drastic and extreme problem? Will the college adopt a zero tolerance policy with quick and thorough investigations and heavy punishments? Or will the college continue to *tolerate* these awful acts being committed against its members, which also further damages the reputation of the institution in African American and Latino communities? It is rather ironic that through not enacting a zero tolerance policy, the college tolerates discrimination, tarnishes its reputation, pushes black and Latino students that meets its admissions requirements away, and then turns around and confidently says the college would have to lower its standards to enroll more black and Latino students.

I wrote so much in this letter, and I wrote with so much passion because I care so much about this college. Even though I am leaving, I care about rectifying its past. I care about candidly revealing its present. I care about creating a better racial future. I care. I can not spend so much time at a place and not care. I care, which why it is difficult for me to leave.

I leave SUNY Oneonta with some publishing accomplishments. I leave SUNY Oneonta with many positive teaching and mentoring experiences behind me. Some may say that with these activities, that I have made some contribution to the institution, that I have furthered my career. Yet, I do not feel successful or accomplished. The college has not succeeded. It has not progressed. It has not solved the problem of campus diversity and discrimination. The job is not finished, and even as I lack some of the administrative ability that others have, I must share some of the blame. I feel like I should have done more, and I apologize to the students, staff, administrators, my professorial colleagues, and to you Dr. Kleniewski that I did not. I am not quite sure what I should have done. But if there is a problem, if people are being harmed, if people are being excluded, if there is a crisis on hand, then it is the responsibility of all, including me, to do whatever it takes to make the wrong right. And even after we act, if the problem remains, we need to act again, change strategy, become bolder until it is solved so we can then get on with the business of progress.

Sincerely,

Ibram H. Rogers

C: Dr. Thompson  
Dr. Freeman  
Dr. W. Ashbaugh  
Dr. R. Compton  
Dr. Zapata  
SUNY Oneonta Campus Community  
Human Resources

### 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, go to the following link [www.1ontauup.org](http://www.1ontauup.org)

Norm Payne and Alex Jean-Charles are UUP Oneonta Web Masters.

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

The statewide **UUP website** is located at [www.uupinfo.org](http://www.uupinfo.org) It contains information about members benefits and many other important topics.

## 2011-2012 Individual Development Awards

LAST NAME	FIRST NAME	TITLE	AWARD	DESCRIPTON
Arango	Gustavo	Associate Professor	\$433.00	Research
Ashbaugh	William	Associate Professor	\$866.00	Research
Bielert	Craig	Professor	\$679.00	Research
Bowlin	Garry	Lecturer	\$816.00	Paper Presentation
Curch	Lisa	Associate Professor	\$98.00	Professional Committee
Dengler	Krislynn	Lecturer	\$404.00	Roundtable
Fall	Leigh	Assistant Professor	\$917.00	Research
Fulkerson	Gregory	Assistant Professor	\$491.00	Paper Presentation
Godek	Melissa	Assistant Professor	\$91.00	Conference Attendance
Gonyea	Nathan	Assistant Professor	\$459.00	Poster
Greenberg	James	Assistant Director Computing	\$816.00	Training/Certification
Growdon	Martha	Assistant Professor	\$425.00	Paper Presentation
Hadsell	Lester	Assistant Professor	\$612.00	Paper Presentation
Harder	Mette	Assistant Professor	\$917.00	Paper Presentation
Hendley	Matthew	Associate Professor	\$115.00	Publication
Hovis	George	Associate Professor	\$589.00	Paper Presentation
Kingsbury	Kelly	Head Coach	\$803.00	Training/Certification
Knudsen	Toke	Assistant Professor	\$511.00	Paper Presentation
Legname	Orlando	Associate Professor	\$688.00	Orchestral Performance
Leung	Ho Hon	Associate Professor	\$688.00	Paper Presentation
Lokshina	Izabella	Associate Professor	\$204.00	Research
McCaslin-Doyle	John	Associate Professor	\$587.00	Research
Mohammad	Fida	Professor	\$612.00	Paper Presentation
Morgan-Zayachek	Eileen	Associate Professor	\$214.00	Paper Presentation
Nowak	Rhea	Assistant Professor	\$102.00	Conference Attendance
Rogers	Ibram	Assistant Professor	\$816.00	Publication
Seale	Elizabeth	Assistant Professor	\$240.00	Research
Segar	Scott	Instructional Support Specialist	\$306.00	Conference Attendance
Smolinski	Jason	Assistant Professor	\$204.00	Conference Attendance
Wang	Jen-Ting	Associate Professor	\$125.00	Conference Attendance
Wu	Qun	Assistant Professor	\$141.00	Professional Committee
Yatsuhashi	Akira	Assistant Professor	\$560.00	Paper Presentation

Total: \$15,529.00

# Oneonta Faculty Salary Lags: Some Preliminary Analysis

By Rob Compton, Vice President for Academics



Prospective SUNY Oneonta employee contemplates

## SUNY Average Salaries 2010-11: Oneonta Compared to Other Institutions in our Sector

College	Professor	Assoc Prof	Assistant Prof	Lecturer	Ave	% change
Brockport	101	76.7	61.4	53.8	73.2	3.6
Buffalo State	91.8	75.7	64.1	52.3	74.3	4.7
Cortland	87.1	67.4	58.2	45.4	67.4	6.2
Old Westbury	99.3	79.4	75.6	58.3	79.9	3.2
Oneonta	87.7	68.2	58.2	46.9	63.6	2.6
Plattsburgh	88.5	70.3	57.2	49.5	70.1	3.4
Potsdam	79.7	65	53.4	38.7	63.9	2.8
Fredonia	88.6	67.5	57.3	45.9	69.1	3.8
Geneseo	89.5	72.4	60.9	56.6	74.1	5.6
Purchase	93.4	77	57.5	50.4	75	3.6
New Paltz	98.3	75.6	57.8	50.2	69	3.3
Ave.	91.35	72.29	60.15	49.82	70.87	3.89
Oneonta Δ Average	-4%	-5.70%	-3.20%	-5.60%	-10.3%	-33.2%
Oneonta Rank (1-11)	9	8	6	8	11	11

Source: NEA Higher Education Almanac, which has data from 2010-11, US Dept. of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System's Preliminary Salary Data for 2010-11.

Despite that fact that contracts are negotiated for the entire SUNY system with uniform COLA increases and DSI % allotments, there are variations from campus to campus. Downstate campuses receive location differentials. However, there are other factors influencing our salaries. These include: starting salary, promotional increments, and other administrative adjustments to salary. Furthermore, market driven salaries impact averages. For example, SUNY Cortland has no professors of Marketing, Accounting, MIS, Management, or Finance. These professors customarily now start at close to double of those in the social sciences and humanities. Thus, if those numbers are excluded from the Oneonta averages, based on the data here, it is evident that our salaries are below that of Cortland. Oneonta salary averages are approximately 3% to 6% below the average in our sector. Most alarming, however, is that average salary is the lowest in SUNY among comprehensive institutions. This implies fewer full professors and larger number of assistant and new associate professors. Since DSI is based on 1% of the total salary pool, when the new contract is signed and assuming that the DSI mechanism remains the same, the Oneonta pool per UUP member will be smaller than our counterparts. In 2010-2011, Oneonta average salary increases were the lowest in our sector. It's past time to increase promotional increments and to begin addressing salary compression and inversion.

<sup>1</sup> Campus administration has the authority to increase salaries for any and or all member(s) above and beyond that contractual negotiated. In the recent past, Cortland, upon the accession of President Bitterbaum systematically increased all employees salaries.

## The Syllabus Checklist

John Relethford, Distinguished Teaching Professor, Department of Anthropology



Dr. Relethford

I recently came across a syllabus from a course in human skeletal anatomy that I took over 30 years ago. Although this syllabus was only a page long, it told me everything that I needed to know at that time: the name of the textbook, a schedule for the readings, and the dates for the exams. Compared with many syllabi today, what strikes me the most about this syllabus is what is *not* included. The syllabus did not have the name of the instructor or the days/times of the class or the room number (presumably we all knew that beforehand from the posted schedule of classes; in any event, I do not recall ever getting lost because this information was not on the syllabus). There was no course description or “student learning outcomes,” but I do not recall ever being in doubt about the content of this or any other course. We used to look this information up in the college catalog and, if still confused, asked the professor or our advisor. There were no posted office hours, because if you needed to see a professor, you made an appointment with them. In short, this was a very brief, but very useful, syllabus.

Over the years, I have seen many syllabi and would characterize the above approach as “minimalist.” Other professors had more expanded and verbose syllabi, including additional details on writing assignments, course policies, or other information. I always either viewed the type of syllabus, minimalist or expanded, as a professor’s personal decision and academic freedom as much as choice of textbook, exam design, and lecture content. Over the years, I have used both minimalist and expanded syllabi, depending in part on the nature and level of the course. Overall, I prefer the minimalist approach for introductory courses and more elaborate syllabi for upper-division courses. Some prefer to have expanded syllabi that include additional details on class conduct, plagiarism policies, and other information. I think that valid arguments can be made for both minimalist and expanded styles, and that this is a debate where the individual nature of the course and personal preference dictates style. Ultimately, students are best served by seeing both types of syllabi (as well as different types of exams, writing assignments, classroom interactions, and other components of education) because they get used to a messy, non-standardized “real world.”

Unfortunately, there appears to be movement toward standardization in higher education of the sort that has run rampant through elementary and secondary education. One area of ongoing standardization is the syllabus. Enter “syllabus checklist” into Google and you will find many examples of syllabi checklists at many colleges. Of course, we need not search the Internet for an example as we have one right here at SUCO. On the eve of the start of classes for the Fall 2011 semester, all teaching faculty received a memo outlining required elements for all syllabi. I had long been aware of a syllabus checklist in the College Handbook, but had thought it more of a suggestion than a mandate. The current checklist is clearly a mandate, and one that raises questions.

When was the subject of syllabus checklists discussed with faculty? What committees, if any, were involved? Was there any discussion in College Senate? What role did traditional faculty governance have in altering something that traditionally has been a faculty member’s prerogative? I understand that some components of the syllabus checklist reflect external mandates, such as the obsession with student learning outcomes from SUNY as well as accreditation agencies. Still, what faculty input has there been in interpreting these mandates and determining a response? How exact are these mandates, and how can we interpret them? For example, is it sufficient to note which SUNY Learning Outcome is associated with a General Education course (e.g., “This course counts toward the Natural Science requirement of the General Education requirements.”) or is it necessary to list the *exact* SUNY definition? In either case, how does this information help students, and why is it mandated rather than suggested? To take another example, can the required course description for the syllabus be in the *spirit* of the College catalog description, or does it have to be copied verbatim? Again, what is the reasoning behind these (and other) mandated items?

Personally, I prefer *no* mandated items and, in most cases, a minimalist approach to syllabus construction. Because I may be unaware of implications of different syllabus designs and related research on educational effectiveness, I remain open to discussion about different designs and may change my views accordingly. This type of academic discussion and exchange goes on all of the time in higher education, and we all can remember many times (some formal, most informal) when we sit down and discuss how we teach our classes, different types of exams and writing assignments, and related aspects of our profession. I have always found such discussions, as well as books and articles on higher education, quite valuable, and often leading to a change in how I view my own teaching. What I object to in this specific case is the *mandated structure and content* of syllabi. In my view, this mandate is an intrusion into how someone structures and teaches their course, and is in effect a violation of academic freedom.

## ***The Syllabus Checklist (continued)***

On a more practical note, I am aware that many items mandated on a syllabus checklist arise from external forces, such as SUNY and accreditation agencies, and teaching faculty have little direct control over such mandates. Sometimes we have to comply with such mandates to maintain our existence, whether we agree with them or not. However, it would be very useful to know *exactly* which items on the syllabus checklist are mandated by different groups. If something is a local mandate, then I submit that we need to discuss them as a college community under the principle of shared governance. The same applies in part to external mandates; although we are not in the position of being able to argue with an external mandate, we could certainly discuss what flexibility that we have, if any, with *local* interpretation of such mandates. For example, I would like to know which items are mandated by Middle States and by SUNY and the specific language of such mandates in order to determine collectively as a faculty a minimally acceptable response. Again, as an example, I would like to know who requires that SUNY Learning Outcomes be listed, and whether or not it is critical whether these outcomes be listed verbatim, and if so, then why.

Having read several opinion pieces on the Internet, I am aware that my opinion may be a minority view, and that calling a mandated syllabus a violation of academic freedom may be a stretch. However, it may not be that much of a stretch. What concerns me the most is the possibility that other changes may lie in the future, including standardization of syllabi, texts, and exams across multiple sections of a given course or, worse yet, across institutions. When my children were all in elementary and secondary school, the most common complaint from parents concerned the dangers of excessive standardization and “teaching to the test”. I see no reason to extend this philosophy to higher education more than what is minimally necessary for survival.



## ***Sentinel Receives Award of Merit for General Excellence***

On Friday, April 20<sup>th</sup> and Saturday, April 21, UUP Oneonta participated in the Delegate Assembly (DA) in Albany. Delegations from UUP chapters at SUNY campuses throughout New York gathered at the DA to deliberate over rules, resolutions, procedures, and policies; participate in committee work; receive and disseminate information; and elect state officers. UUP Oneonta sent a delegation of 16 to the DA, including Rob Compton, Norm Payne, Tom Horvath, Hanfu Mi, Gina Keel, Dawn Hamlin, Nancy Cannon, Jeri Anne Jerminario, Janie Forrest, Loraine Tyler, Rich Tyler, Kyle Britton, Chris Bulson, Joe Baldwin, J McDermott, and Bill Simons. In the journalism completion, *The Sentinel*, the monthly newsletter of the Oneonta Chapter, received the *Award of Merit for General Excellence*.



State UUP President Phil Smith, left, presents journalism award to Oneonta



Oneonta leaders, from left, Jeri Anne Jerminario, Norm Payne, Hanfu Mi, and Jamie Forrest

# Participate to Protect Your Profession: UUP Professionals Need Vigilance When It Come to Additional Duties

By Philippe Abraham, State UUP Vice President for Professionals

[Editor's Note: Reprinted from: "In Other Words: Participate to Protect Your Profession," *The Voice*, February 2012, 13.]



State UUP Vice President for Professionals Philippe Abraham, far left, and Oneonta Vice President for Professionals Norm Payne with other State UUP VPP Steering Committee

It is essential that we keep the lines of communication open at all levels and keep ourselves informed about matters and actions that ultimately impact our workplace and work life. In an effort to uphold my end of the bargain, I am sharing issues of interest to professionals: The ever-changing work environment, a recent meeting of the Vice Presidents for Professionals (VPP) Steering Committee, and enhancing the profiles of professionals across SUNY.

## MEETING THE CHALLENGES

It is no secret that the work performed by members of UUP across the campuses is undergoing tremendous change. Citing the current economic crisis, SUNY System and chapter administrators are quick to ask professionals and academics to do more with less. This translates to the all too familiar term "workload creep" that has become part of our everyday lexicon.

While we all do our part to share in the sacrifice, it's also good to point out that presumably our students won't learn more with less instruction, instructional support, advisement and other student services. Using responses gathered from our professionals in the trenches, a steering committee of the Vice Presidents for Professionals compiled a list of topics for a recent two-day retreat. The committee discussed those issues and explored possible avenues for alleviating, if not outright resolving those issues.

Future meetings are planned to begin to formulate approaches that would assist in preventing those problematic instances from occurring in the first place.

The group had lively discussions and worked very hard during its first gathering. In addition to workload creep, other agenda items were: job security, evaluation and promotion, professionals' participation in shared governance, part-time/contingent professionals issues, collaboration with COARM, and a new section on the UUP website dedicated to professional issues. We invite you to stay tuned for future bulletins.

While some are of the opinion that items such as performance programs are "dead horses," I would argue that in a strange twist "everything old is new again." Most of us have, at some point or another during our time as a UUP member, heard about the importance of having a current, up-to-date performance program. UUP has repeatedly advised professionals to be vigilant when it comes to additional responsibilities and duties, and to consult their chapter leadership when those occasion arise. However, in some instances, when a professional seeks assistance from their UUP representatives, the difficulties presented are related to that dead horse: an up-to-date and adequate performance program.

## ENHANCING OUR PROFILES

As professionals, we need to become more active on our campuses, and the campus faculty governance structures would be a perfect place to start. It bears repeating that whatever decisions are made in those bodies directly impact the everyday work life of every professional and academic in SUNY.

Recognizing this very fact, UUP's statewide Executive Board has just initiated a task force to encourage and support more UUP members to become involved in their campus senate or equivalent governance structure, as well as the councils and subcommittees of those bodies. One goal of that task force is to look at campus structures that do not currently afford sufficient participation of professionals. When proposals come forth, campus governance gains from a shared point of view on the practicality, proposed savings, and implementation details of the matter under consideration. We must all do our part to keep UUP strong and assist in getting SUNY to greater heights. Endeavoring to meet our current challenges and participating at every level to get our voices heard will go a long way toward achieving that goal.

## Labor-Management Meeting Notes: April 9, 2012, 3 PM

By Tom Horvath, UUP Secretary

**For UUP:** Nancy Cannon, Rob Compton, Tom Horvath, Hanfu Mi, Norm Payne, Bill Simons, Caridad Souza, and Darryl Wood

**For Management:** Todd Foreman, Bart Ingersoll, Nancy Kleniewski, Maria Thompson, and Lisa Wenck

I. UUP extended congratulations to EAP, Employee Services, and all participants in the March 28<sup>th</sup> Wellness Fair and looks forward to a future Benefits Fair. Also, UUP invited Management participation in upcoming UUP community activities, including *Saturday's Bread* (April 14), an Autism Panel Discussion (April 25), and a collection on behalf of fire victims Loraine and Rich Tyler.

II. UUP thanked Management for sending the union the Individual Development Award (IDA) data. UUP stated that it intends to publish the IDA data for informational purposes in *The Sentinel*.

III. UUP noted that Management had set the date (May 10<sup>th</sup>, 2-4 PM) for the next training session for supervisors of UUP professionals for. The training session will focus on "Legal Issues in the Social Media."

IV. UUP invited Management to suggest possible questions for the upcoming UUP *Quality of Professional Life & Administrative Assessment*, an evaluative of Management. Management mentioned that they would like to see the form. UUP indicated that it looked forward to discussing the draft of its *Quality of Professional Life & Administrative Assessment* form at the May 2012 Labor-Management Meeting.

V. UUP and Management returned to consideration of a 4-day summer work week, which would compress the 5-day work into 4 days for UUP Professionals and Librarians. UUP offered specific examples of other SUNY institutions that successfully utilize a 4-day summer work week. UUP noted issues of cost savings pertaining to utilities and reduction of carbon footprint of employees. Although the Administration is considering the 4-day summer work week proposal, Management stated that there are issues that would need to be addressed including who could participate and the possible impacts to existing activities. Both sides agreed to continue discussion of the 4-day summer work week.

VI. UUP and Management discussed new campus budgeting processes. Management stated that the new system for budgeting will create a more rational approach to department budgeting. In addition, there is another funding stream related to the Strategic Plan. This includes programs and lines. UUP asked the Finance Office to place all the different processes/streams of applications for funding on a webpage. Management agreed.

VII. UUP and Management returned to the March 5<sup>th</sup> discussion of University Police Department (UPD) involvement in severance of UUPers from College employment:

A. UUP questioned the origins of statement it received (below) at the previous Labor-Management Meeting. Management stated that the below statement was a response to a UUP question and not derived extant from an official document.

*Generally, UPD is asked to become involved when there are indicators of potential work place violence. Since we have mandated state law governing workplace violence we have been used on a more frequent basis than ever before. Our involvement ranges from unseen, seen but in plain clothes, full uniform, to several officers being present. We evaluate the potential of violence that could happen. We are called upon quite often to be present in a number of settings (Presidents, to Chairs in departments, to escorting students to their rooms) to have them leave. This is not an uncommon occurrence. In summation, it is the work place violence policy why UPD becomes involved in these potentially violent situations.*

B. UUP asked who made the decision to have UPD present in the recent severance of College employment of a UUPer. Management responded that the Chief of Police initially requested the presence of an officer upon consultation.

C. UUP strongly asserted that that severance of College employment did not fit into the conditions noted for the presence of UPD.

VIII. UUP asked about the form used by student athletes to evaluate the athletic program. UUP requested a copy of the form, and asked how it is used. Management responded that the form and its responses are used by the Athletic Program to make improvements, and that the information is not used to evaluate coaches. Management stated that the material is collected and examined by the supervisory chain of command. UUP stated that some student responses undoubtedly pertained to specific coaches, noting

## ***Labor-Management Meeting Notes (continued)***

playing time as an obvious example. In addition to the procedures noted above, UJP asked about separate and distinct responses derived from graduating senior athletes. UUP requested the form available to all athletes as well as the separate information elicited from graduating senior athletes. Management agreed to provide UUP with the requested materials. After UUP has received and examined these materials, UUP and Management agreed to meet to discuss these materials.

IX. UUP renewed discussion of an equity study. Management stated it received a directive from SUNY Central that, during times of contract negotiations, individual campuses are prohibited from conducting salary studies and implementing them. UUP mentioned that its statewide Academic Vice President has conducted equity studies of individual SUNY campuses in the past, and may be asked to provide an updated study of the situation at Oneonta. UUP noted that it has information showing that average Oneonta salary is now the lowest in its sector.

X. UUP requested information concerning the status of new hire searches for this year. Management responded that 15-20 searches were ongoing for faculty positions. UUP asked about the negotiation of starting salary, and Management responded that past rigidity concerning starting salaries is no longer normative.

XI. UUP discussed summer school teaching compensation. Compensation for summer school teaching was last increased in 2005 according to Management. Given conflicting UUP and Management sources of information, it was agreed to return to this topic.



## **The Changing Face of Reference: An Academic Perspective**

*By Nancy S. Cannon, Academic Delegate and Research Librarian*

Academic reference services changed dramatically with the dawn of easily accessible content in electronic format. Despite the popularity of free online encyclopedias, authoritative reference books (especially subject encyclopedias) continue to supply important background information to students beginning research papers. Choosing and limiting a topic challenges many students. Reference books present ideas for topics as well as provide context, subject vocabulary, and bibliographies of sources for additional information. Online “discovery” systems that search the indexes and/or full text of reference books facilitate access to contents.

Reference statistics often indicate decline in the number of reference queries. With a bit of reflection, it is easy to comprehend why the number of reference transactions trends downward in many academic libraries: simple informational questions effortlessly answered with *Google* or *Wikipedia* have gone the way of the dodo bird. Librarians often observe a reduction in reference questions when library instruction precedes research. Reports indicate students’ lack of research skills, despite their status as “digital natives”. The surge in one-on-one research consultations conducted by reference librarians counters dire predictions of the latter’s demise. For the reference librarian, the former plethora of cursory inquiries has yielded to substantive consultations with individual students.

The academic Reference Desk (or its virtual equivalent) offers the advantage of human expertise over the results compiled by unthinking machines. Reference librarians promptly and accurately find sources on anything from simple definitions to complex scholarly research queries. Words and phrases aptly used to describe the best academic reference librarians include: enthusiastic, inquisitive, well-read, knowledgeable in a wide range of disciplines, familiar with print and electronic sources, and helpful. Patrons of academic libraries more than ever need informed reference librarians to navigate the information jungle.



**Librarian-union leader Nancy Cannon, third from left, with State UUP President Phil Smith, second from left**

## Capacity Audience at UUP April 25th Disabilities Awareness Panel: Focus on Autism



Capacity audience at autism panel

A capacity audience attended the UUP April 25<sup>th</sup> Disabilities Awareness Panel — *What's Going on the Autism Spectrum Disorders (ASD) World*. The program began at Noon and was held in Le Café. Attendees included members of the College and regional community. The event coincided with the designation of April as National Autism Awareness Month. UUP served a complimentary union lunch. A question-and-answer discussion session followed the formal presentation.

The panel discussion examined the many new developments that have occurred since last year's UUP presentation on autism, including the recent Centers for Disease Control and Prevention (CDC) data, which indicates that the current rate of Autism Spectrum Disorders

(ASD) is now 1 in 88 – compared with the prior rate of 1 in 110. Other discussion issues included the new proposed changes to the diagnostic criteria for autism, information on being a parent advocate, and the challenges of providing appropriate services in an economically distressed era.

The distinguished panel for the UUP *What's Going on the Autism Spectrum Disorders (ASD) World* panel included:

**Lynn A. Sessions** is Director, Community Relations at The Arc Otsego. For further information, contact Lynn at [sessionsl@arcotsego.org](mailto:sessionsl@arcotsego.org)

**Aida Mariani**, Director of Public Relations and Development works at the ARC – Oneida-Lewis, is responsible for fund development, public relations, internal and external communications, media relations and fundraising activities. For further information, contact Aida at [amariani@thearcolc.org](mailto:amariani@thearcolc.org)



Introducing Dr. Hamlin

**Zaida Morell** is the president of The Parent Compass located in New Hartford, New York. The career of a parent advocate became a passion primarily due to her personal journey as a parent of a child with a developmental disability. She is also member of various organizations in her area, including Board member of the Friends of the Arc Foundation, The Mohawk Valley Latino Association, and Advisory Board Member of Evolve Discovery Center, Inc. For further information, contact Zaida at [Zaida@EvolveDiscoveryCenter.com](mailto:Zaida@EvolveDiscoveryCenter.com)



Distinguished panel

**Dr. Dawn Hamlin** (Ph.D. Pennsylvania State University- Special Education), Assistant Professor of Educational Psychology and Counseling, organized and moderated the panel. She is a scholar and practitioner in the area of student learning and exceptionalities. Dawn is the President of the New York State Council for Exceptional Children as well as UUP's Disabilities/Exceptionalities Officer. For further information, contact Dawn at [Dawn.Hamlin@Oneonta.Edu](mailto:Dawn.Hamlin@Oneonta.Edu)

## UUPer Dick Schadt: Brilliant Historian and Army Colonel Had Heart of Gold

By Bill Simons, Chapter President

*We used to stand on the steps of Netzer, me smoking a cigarette (long time ago!) and he one of those little cigars, and he'd growl about "the Kid-dies", railing that none of them had even heard of Voltaire, let alone read him. But then I'd hear him in his office patiently guiding a student through the intricacies of European intellectual history. He took it upon himself to fill in the gaps of my education and he'd walk into my office, throw a book on my desk and say, "Read this by Monday and we'll talk." He taught me so much and I treasured those discussion. He had a heart of gold.*

--Julie Freeman's remembrance of Dick Schadt



There is a plaque on the wall of the History Department office with the following inscription:

"Department of History SUNY Oneonta In Honor of 20 or More Years of Service to the Department." Compact metal plates are screwed to the plaque, the first fourteen, each bearing a single name, are arranged alphabetically. One of those plaques bears the name of Dr. Richard S. Schadt. Dick died at the age of 81 on Friday, April 20<sup>th</sup>. Long ago, he shared the following: "In the end, a good heart is all that matters."

Dick was a longtime UUP member, and UUP extends its condolences to Dick's wife, Georgia, and their three children, Valerie, Audrey, and Robert. A Life Appreciation Service will be held at 1 p.m. Saturday, June 2, 2012, at the First Presbyterian Church, 296 Main St., Oneonta. Memorial contributions Dick's memory may be made to the Catskill Area Hospice, 1 Birchwood Drive, Oneonta, NY 13820.

Dick earned three degrees, including a doctorate from Syracuse University. He was a man of parts — Department Chair, brilliant historian, omnivorous reader, Korean War veteran, Army colonel, gun enthusiast, tireless hiker, intrepid traveler, smoker of pungent cigarette-size cigars, antagonist of pretension and cruelty, and rescuer of homeless cats. Dick was also an exceptional teacher with specialties in European intellectual, French, and military studies. A tough exterior failed to camouflage his commitment to two generations of students and colleagues. During the generation that we shared an office, I learned that there wasn't much Dick didn't know.

During one of my final visits with Dick, we were able to retrieve common memories about the History Department. It brought to mind a hundred kindnesses, large and small. As I stood in the doorway, ready to leave, Dick said, "I know you still walk at night. I was trained in nocturnal reconnaissance, able to sneak up without someone knowing it. You don't realize it, but I'm with you. Maybe sometime I'll say 'boo' just to let you know that I am there." Even without the plaque or the 'boo,' I still know that.



## Dr. Dennis Lou: UUPer Promoted Chinese-American Exchange



In April, the College, Oneonta, and the Chinese-American community lost an iconic figure, Dr. Dennis Lou. A native of China, the young fighter pilot fought against the totalitarian invasion of his homeland during World War II. After earning a doctorate in U. S. history and foreign policy from Indiana University, he joined SUNY College at Oneonta. Dr. Lou founded and chaired Area Studies, an innovative interdisciplinary program of the College that promoted global studies. Generosity leavened his erudition. When Area Studies endured termination, Dr. Lou remained in Oneonta and mounted a principled stand against the decision. In the decades that followed the abolition of Area Studies, Dr. Lou continued to make important contributions to facilitating links between U.S. and Chinese education. His endeavors benefitted many thousands in both nations. Dr. Lou's courage, determination, and vision continue to resonate amongst proponents of diversity, internationalism, and global studies.

Source: The Daily Star

## Rush Run, Ohio: Part II-Family and Community

By Robert Zack, CSEA Member, Mayor of Laurens, and SUNY College at Oneonta Alumnus (2008)

**[Editor's Note:** Part I of Robert Zack's Rush Run series appeared in the October 11, 2011, issue of *The Sentinel*. Although Zack grew up in a small steel town, Mingo Junction, Ohio, nine miles north of Rush Run, Ohio, his visits to his paternal grandparents in Rush Run had a major impact on him. Rush Run was a company owned coal mining community. Zack's reflections reveal much about a forgotten dimension of life, labor, and class in America circa 1960. As Zack's account reveals, the postwar had dimensions often neglected by chroniclers of middle-class suburbia.]



Mid-20th century Ohio coalminer

I ended my initial Rush River article with the sentence "They were a tough breed of people." This article will look more closely at family and community in Rush Run, Ohio. It was through my visits and overnight stays to Rush Run, home of my paternal grandparents, that I developed my convictions and a way of life that I have somewhat forgotten and at times long for. Don't get me wrong, I also learned from my grandparents on my mother's side of the family in Mingo Junction, Ohio. My maternal grandparents in Mingo Junction were from the "Old Country" (Italy), and they had a different culture and lifestyle than my relatives in Rush Run, which caused some friction between the two sides of my family. There were not very many family functions that both sides of my family would attend.

The majority of my visits and stays in Rush Run were during the warmer months. As I mentioned in the previous article, there were not any indoor toilets in the houses there. During the warmer months going to the outhouse at night was not too much of a problem, but during the winter, that was a different story. A huge metal pot with some water in it and a lid to cover it was placed under the bed for night use. If you had to use the toilet, you would take the pot from under the bed, go to a corner of the bedroom and do your business and then cover and slide the pot back under the bed when finished. The pot would be emptied that morning, either in the outhouse or in the creek during the day, cleaned and replaced under the bed for the next nights use. If you could hold your "business" until morning, you were advised to do so.

We boys learned very early on that the man of the house may be the bread-winner of the family, but the woman of the house "ruled the roost". When inside the house, you had better do as you were told or you would deal with the consequences almost immediately from mom or in this case grandma and then again when dad or grandpa got home from work or hunting. We also learned very early on that you were not told do something more than once. Even Grandpa George would not argue with Grandma Taylor. It seemed like that all that Grandpa George had control over was his hunting dogs, his guns and his fishing tackle and even that better be taken care of properly or he would hear about it.

With that being said, when there was a family or community get together, there were definitely certain areas occupied by us kids and rules to follow. It was during these gatherings that I first remember hearing expressions such as: "Children should be seen and not heard" and "Speak only when you are spoken to." Those two rules were enforced very strictly. If you were the oldest child, it was up to you to make sure that those rules were obeyed. If not, it usually was the oldest of the group who received the punishment.

The children would play in a corner of the living room or on the floor in the bedroom, but the majority of the time we played outside. If in the bedroom, do not get caught playing on the bed as that was not your property and therefore frowned upon. When we played outside there were not any fences between the houses. As long as we were within "yelling distance", we did pretty much what we wanted. Even here the boys would play their games and the girls would play theirs. Every so often we boys would have to let the girls play with us. We usually did not like this so we would change the rules of the game to benefit us boys.

The women would be in the kitchen cooking up a meal and deserts and of course catching up on everybody's business. They were always busy and their voices were almost always at a whisper with a lot of laughing. It was also their "duty" to make sure that the kids were under control at all times. The men would either be at the kitchen table playing cards (either pinochle or euchre) and drinking beer or preparing for a days hunt. Once in a while a bottle of moonshine would be brought out, but that was rare to have "shine" at the kitchen table as the women did frown on this. The two card games mentioned above were a very serious matter and whenever a hand was being played no one dared to interrupt them. Interspersed with the card game were the stories. The stories were either of work, hunting or fishing. Of course, the more beer that they drank the better the stories got. Regardless of the amount of beer that was consumed, all the stories were based on fact and some of the stories were legendary and of course no one ever questioned the story teller about the facts.

## ***Rush Run Ohio (continued)***

When it was time to eat, the men would be chased out of the kitchen so that the table could be set. This is about the only time that the men would be interrupted from their card game without any type of argument. The men knew that they were in for a good home cooked meal and if they didn't leave the kitchen when told they would hear about it for days to come.

We kids would rarely be allowed to sit at the "big" table. If one of us accomplished something special, then a place was set at the "big" table as a place of honor. Even then the two rules mentioned above would still apply. If one was available, we would sit at a card table, otherwise we sat on the floor in the living room. Before the food would be passed around, grace would be said by one of the adults. Not only was the food thanked for, but there was always some event of the day that would also be acknowledged. After dinner we would go outside to play, except for the oldest ones. The oldest children would assist in the clean up and doing dishes. All garbage that could be burned would be taken out to the burn barrel or to the pit for a bonfire later that evening.

These gatherings taught us about closeness of family and friends. That was very important to the community and everyone was welcome and made to feel at home. There were a lot of hard times for these families, especially during the winter, and if it was not for the women like my grandmother things would quickly fall apart. The men knew when things weren't right for their families and it usually was about putting food on the table or caring for someone that was ill and the women always knew when to organize things to keep everything running smoothly. The men would rarely talk about such things and go about their everyday business. They were very private and rarely would talk about anything, except maybe to their dogs. They told their dogs just about everything. The women on the other hand would always organize something to help and that was an occasion for the men to go hunting or fishing. The statement that a women's work is never done was shown daily in Rush Run.

Any time that there was a community hunt, it was like an undeclared holiday. The men would hunt for and use only what was needed and nothing was wasted. The irony here is that these miners were "raping the land" for coal to make a living, but they also had a real love for the land and what was given to them. They cherished the little things that life offered them and they were arguably the best conservationists living at that time.

When they went into the woods, safety was always on their minds, not only for their fellow hunters, but also for their dogs. The one thing that most of the men loved more than their families was their dogs. The men would hunt deer, groundhog, rabbit, squirrel, various birds and raccoon. If possible they would save the pelts for trade or sale to fur traders. They would trap muskrat and beaver for the pelts and turtles for the meat and their shell. Everything hunted and caught was eaten or stored for later use. The women had recipes for just about everything brought home. We also learned at these meals that if it was put on your plate, it was eaten. We did not dare say that we did not like something.

Rush Run indeed was a close knit community. But sometime in the mid-to-late 1960s Rush Run was being torn apart...By the time that I enlisted in the US Army in 1972, Rush Run was done as a mining community. The mines had shut down and strip-mining operations had taken over in Rush Run and the surrounding area. Also the land was being sold and most of the old homes were tore down for more "modern" homes to be built.

I do miss those days. Compared to today, some would say that those miners had it rough, but I say they had it good. My favorite times in Rush Run were when I got to go hunting or fishing with Grandpa George and the other men of the community. You learned a great deal about life in those woods, responsibility to your fellow man, the meaning of family, our responsibility to Mother Nature and comradeship. The closeness of that time can never be replaced. We were indeed free and we treasured that freedom. Yes, I sure do miss those days.

When the mines shut down, Rush Run did not disappear. It survives as an unincorporated community. If one wanted to, Google Earth can take you there and you can follow the road through the community and still see the one-time company store and the few old homes that are still standing. You can also see what strip-mining has done to huge parts of the area.

One final note—Rush Run has bragging rights on Bill Mazerowski, Pittsburgh Pirate Hall of Fame second baseman and hero of the 1960 World Series. Maz lived in Rush Run and has never forgotten his roots. Maz sill visits Rush Run on occasion. Maz, like the miners, comes from "a tough breed of people."



**Cousin Bill Mazerowski taken at family reunion in Friendship Park outside of Rush Run - a reclaimed trip mine**

## Ninash Foundation: March—April 2012

Dr. Ashok Malhotra, Professor, Philosophy, and former UUP, Vice President for Academics, and Linda Drake, Executive Director, College Center for Social Responsibility and UUP Director, Community Service, just returned after a fabulous 3 week long trip to India where they visited all of Ninash's 6 Indo-International Schools educating more than 1200 female and minority children. They were accompanied by 10 members of Ashok's family from India who enjoyed being part of this educational venture to spread literacy among the poorest of poor children. Six members of Ashok's family made commitments to support six children yearly at the Ninash's Indo-International Schools!



Linda and Ashok

During their visit to the Indo-International School in Dundlod (Rajasthan), a sister city of Oneonta, they opened Hari Chand Chopra Culture Room (in memory of Ashok's grandfather), Jack Finestone Music Room (in memory of Ashok's children's grandfather), and a newly built electrically operated well (funded by the Empire Toyota of Oneonta) to provide water to 550 children and 30 teachers. They also held an assembly at the school where 550 children and teachers participated by asking questions of the visitors.

They also visited the Indo-International Culture School in Mahapura where the teachers and students displayed their recent art work in stained glass windows. They went to the classes from nursery to the ninth grade where children recited poems, sang songs and read their lessons in Hindi and English. They also held an open assembly with students and teachers to receive and answer questions.

Their last visit was at the Indo-International School in Kuran, where children performed dances and music as well as showed their acumen in using and understanding the basics of computer skills. Linda gave a demonstration of different kinds of things that could be done with the recent version of the IPAD. They held assembly at the school where 280 children and 6 teachers participated by asking questions of the visitors.

A special session with the local government (Panchayat) of Kuran was held. The entire day was spent visiting the families, their art and crafts as well as the new houses built for the community through the financial help of the local government. In the evening, the community got together to present a folk musical performance for the visitors. They also saw the completion of the High School building that will be in full operation by the next academic year.

Ashok and Linda met with an NGO group that provided free computer service to the children and teachers at the school in Kuran. They proposed to help tie up the six Indo-International Schools in Kuran, Mahapura and Dundlod by holding conferences through SKYPE and other means to share information on technology use, obtaining grants from the government and other items to help the schools to coordinate activities.

They also met with the staff of each school and held discussions with them regarding their needs and suggested direction and vision for the future. They suggested to the staff that the schools needed to provide more extensive computer skills so that AKAASH tablets (similar to IPAD) be bought and provided to the teachers in each school who could master the use and then teach these skills to other teachers and then teaching them to the children. To lure the teachers to learn about the AAKASH Tablet, two awards for the teachers were proposed for acquiring mastery of the tablet. Also teachers were asked to make commitment that they would have mastered the basic skills regarding the computer use during their next visit.

Moreover, since the water filtration unit at Kuran school was successfully providing clean water to 280 children, it was suggested and proposed to explore the possibility of first digging a bore well for sweet water and then providing a filtration unit to clean it for the entire village of Kuran. This would make the village self-sufficient as well as provide clean water to the entire community. A firm was consulted to check out the quality of water and come up with recommendations. Ashok and Linda promised to raise funds in the United States from generous donors like the Empire Toyota of Oneonta that provided financial assistance for the newly dug bore well in Dundlod.

This International Education Effort of the Ninash Foundation in cooperation with the SUNY Oneonta "Learn and Serve" study abroad program that built the first one-room school house with 50 underprivileged has now grown to 1200 children getting education in the six state-of-the-art schools. Founded by Dr. Ashok Malhotra, Distinguished Teaching Professor of Philosophy and co-directed by Linda Drake, Director of Center for Social Responsibility and Community, the "Learn and Serve in India" is one of the longest running SUNY study abroad programs in the SUNY system. Since 1979 the program has brought to India more than 300 participants consisting of students, faculty and members of the community by immersing them into India's culture.

The Ninash's six schools educating 1200 female and minority children are dependent on donations from generous people of the community. Please donate to the Ninash Foundation, a 501 © (3) charity, by going to the website at [www.ninash.org](http://www.ninash.org) and through PayPal. Donations are tax deductible.

# U.S. Devolving: Kenya Evolving

By Jim Dix, UUP Chapter President, Binghamton

**[Editor's Note:** The article, which originally appeared in the UUP Binghamton newsletter, is republished with the permission of the author.]

I spent part of the winter break in Kenya, trying to jump start teaching and research collaborations I had left a year ago. While there, I renewed friendships with the many people, including someone I will call LA.

LA is a bright, ambitious, and competent twenty-something Kenyan woman. Highly loquacious and articulate, able to adroitly read a social situation, someone who gets things done, LA is the just the type of woman that Kenya needs to succeed in the next thirty years.

Unfortunately, LA was born and raised in a small rural village in the northeast of Kenya with limited economic resources. She attended and made the best of her primary and secondary education, but when it came time to take the national exams for admission into and support from the national high schools and universities, she could not compete with those who had attended private primary and secondary schools, whose tuition and fees are beyond the means of most Kenyans. Most private schools drill their students for the national exam, and not surprisingly, those students excel on the national exams. Consequently, the percentage of people from private schools attending public universities has thus far exceeded the percentage of students in private schools.

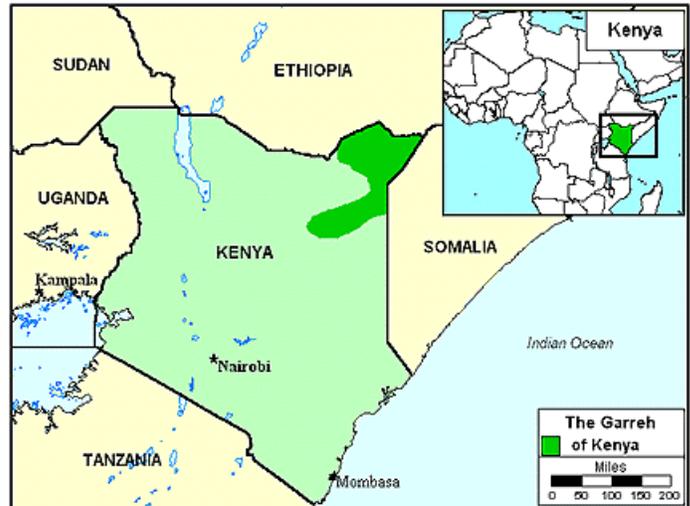
There is an alternate path to obtaining a degree at a national university in Kenya, but that path is expensive. If one comes from a background of limited resources, chances are that one cannot get into the university no matter what one's potential.

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## ***U.S. Devolving: Kenya Evolving (continued)***

As LA is finding out, getting a degree from a national university is crucial to even being considered for a job that pays a living wage. Without the degree, one is doomed to a menial job that neither pays the rent nor provides any fulfillment. Someone with LA's potential could clearly thrive and contribute immensely to Kenyan society, but is shut out because of her economic circumstances.

Shift focus now to BU.

As we slather the extra money that tuition is bringing in, with grandiose plans to hire more faculty and admit more students (to get even more money), we should step back a minute to consider the consequences of restoring funding for SUNY using tuition money.

The legislatively authorized increase in tuition put the amount over the maximum grant for the Tuition Assistance Program (TAP). TAP assisted 163,000 last year, with 14,000 receiving the maximum grant. However, the State did not increase TAP funding to cover the shortfall, requiring SUNY to make up the difference from the new tuition money.

The State may authorized up to \$700 million in new construction costs as part of the NYSUNY 2020 program, but only \$80 million of that will come from state coffers. The rest will come from, in part, money that SUNY would otherwise have used to improve access and educational quality. For example, Binghamton plans to use \$10 million in reserves to fund building construction.

With plans to grow SUNY and little hope of increased state aid, money has to come from somewhere. Much of the money is going to come from students and their families, money that the State should, and in the past, has, provided.

Let's contrast and compare the SUNY system with the national university system in Kenya. For the moment, it is clear that for economically disadvantaged students, access here is better than it is in Kenya.

But look at the trend in the States' willingness (and, by implication, the willingness of the citizens the States represent) to provide access. Governor Cuomo cuts funding for SUNY and is wildly popular. There is a growing sentiment that government should abandon its historic commitment to fund higher education, and just let the users of higher education pay for these "services" through higher tuition and fees. Forty years ago, we thought it a public good for our tax dollars to support higher education. Now we don't.



**Kenya: the future**

Kenya, on the other hand, recognizes and is acting on the inherent economic unfairness in access to its higher education system. For example, this year, the government increased the number of seats in the national high schools (a stepping stone to the national universities) from 4,517 to 10,282, while imposing a quota on the number of students from private schools that could attend. Kenya wants students from economically disadvantaged backgrounds to have a fair shot at attending the national universities.

As far as commitment to higher education goes, Kenyan society is evolving to where we were 50 years ago, an evolution supported by the majority of the population. Our society is devolving to where Kenya was 50 years ago, with the support of the majority of the population.

LA has had the misfortune of being in the wrong place and the wrong time. Forty years ago in the US, LA could have afforded SUNY, and forty years in the future in Kenya she probably could afford the national universities. Given current trends, however, LA's children are better off staying in Kenya for access to higher education.

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