



The Sentinel

UUP – Oneonta Local 2190

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Quality of Professional Life & Administrative Survey Summary Results

I. Prologue

By Bill Simons, President, and Rob Compton, Vice President for Academics

UUP Oneonta thanks the 301 respondents (an unprecedented 49.2% response rate) for completing the “2012 UUP Oneonta Quality of Professional Life and Administrative Survey.” The results will inform UUP and the Administration about important perceptions regarding issues on this campus.

The survey, completed on-line, consisted of 20 questions/items regarding the quality of professional life, and eight regarding the performance of six highest ranked members of Management at SUNY Oneonta. Each item was measured using a seven-point Likert scale, with “1” denoting “Strongly Disagree” and “7” reflecting “Strongly Agree”, with an additional category of “N/A”. In addition to the Likert-scaled items, free-response comment boxes were provided for each category and for general comments. **NO ONE**, including the survey administrator, will be able to retrieve or reveal an individual's identity based on the responses. Any identifying “free-response” comments, included in the forthcoming full report, were redacted and replaced with ... in order to protect members’ anonymity.

Background and Rationale

At its December 19th, 2011, meeting, the UUP Executive Board voted to conduct UUP Oneonta’s fifth iteration of College at Oneonta Quality of Professional Life & Administrative Assessment during the fall 2012 semester. The UUP Executive Board created a Quality of Professional Life & Administrative Assessment Committee charged with creating a survey instrument to assess the quality of professional life as well as to evaluate the College at Oneonta president, vice presidents, and associate provost. The rationale for the UUP Oneonta Executive Board’s decision to conduct this evaluation rested on several factors, amongst them:

- The Quality of Professional Life & Administrative Assessment will facilitate discussion within UUP;
- The survey will provide the Administration with significant feedback from UUP employees;
- The survey will assist UUP in shaping its Labor-Management agenda;
- UUP Oneonta has an on-going practice of periodic assessment of the quality of professional life and of the senior administration;
- The collective voice of the UUP membership is important; and
- Evaluations appropriately begin at the top.

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The Quality of Professional Life & Administrative Assessment Committee membership included: Rob Compton, Norm Payne, Andy Perry, Bill Simons, and Jen-Ting Wang. Dr. Wang, Associate Professor of Statistics, Department of Mathematics, Computer Science, & Statistics, served as Chair of the Committee. The Committee held well-attended meetings with the UUP bargaining unit to receive their input concerning the design of the survey instrument. Members of the UUP bargaining unit were also encouraged to contact committee members with their suggestions. In addition, UUP discussed the development of Quality of Professional Life & Administrative Assessment content with Management.

The Survey Instrument and Questions

The Quality of Professional Life component included statistical and free responses items as indicated below with the instructions to choose one response per item from the scale 1=Strongly Disagree (SD) to 7= Strongly Agree (SA), or N/A. At the end of each section, each respondent may provide free responses.

The survey asked the following Questions:

- 1. our faculty/staff possesses positive morale.**
- 2. the College provides a safe and adequate physical environment for my work.**
- 3. the College provides adequate technology support.**
- 4. the College provides adequate funding and time for my professional work.**
- 5. I am recognized and appreciated for my professional work.**
- 6. the Discretionary Salary Increase (DSI) process is fair and appropriate.**
- 7. my salary is equitable and appropriate.**
- 8. the College provides reasonable job security.**
- 9. the process of assessment and accreditation activities is manageable.**
- 10. the content and results of assessment and accreditation activities are meaningful.**
- 11. the content/scope of my work is reasonable.**
- 12. my department or area receives an adequate amount of attention and support from the administration.**
- 13. my supervisor is an effective advocate for my department or area.**
- 14. the College effectively uses my ability and potential.**
- 15. the College uses external consultants effectively.**
- 16. the faculty/staff plays a significant and appropriate role in the governance of the College.**
- 17. the administration makes decisions in a transparent and effective manner.**
- 18. the administration is regarded positively.**
- 19. the administration promotes diversity in recruiting and retaining faculty/staff.**
- 20. the administration appropriately and effectively resolves personnel disputes.**
- 21. overall, working at the College is satisfying.**
- 22. Please write your comments concerning any of the preceding in the box below.**

The second part of the survey evaluated the senior administrators' named below. This part of the survey also included statistical and free response components.

- **President Nancy Kleniewski**
- **Provost & Vice President for Academic Affairs Maria Thompson**
- **Vice President for Student Development Steven R. Perry,**
- **Vice President for Finance and Administration Todd Foreman**
- **Vice President for College Advancement Paul J. Adamo**
- **Associate Provost for Institutional Assessment and Effectiveness Patricia Francis**

Quality of Professional Life & Administrative Survey Summary Results (continued)

Respondents were asked to make one choice per question for each administrator with: “1=Strongly Disagree (SD)” to “7=Strongly Agree (SA).” Respondents were also told, “If you don't know the administrator enough to answer an item, please choose Don't Know (DK).”

1. **is accessible if and when there is a need to discuss problems, make inquiries, or suggest changes.**
2. **is fair-minded and flexible.**
3. **is considerate and concerned about my work needs.**
4. **effectively promotes professional growth.**
5. **recognizes the strengths and weaknesses within his/her areas of responsibility.**
6. **selects and manages personnel effectively.**
7. **properly allocates spaces, supplies, equipment, and budgetary resources.**
8. **overall, effectively fulfills her/his responsibilities.**
9. **Please write your comments concerning any of the preceding in the box below.**

In addition, the instrument requested basic demographic information of the respondents.

Survey Implementation, Tabulation, and Release of Results

During the fall 2012 semester, members of the UUP bargaining unit received the survey electronically. The confidentiality and anonymity of participants in the survey was protected. UUP informed survey participants that their statistical responses and free response comments would receive professional tabulation and analysis. UUP also informed them that dissemination of the results would follow.

Instructions for the free response comments requested respondents to refrain from identifying themselves or from making prejudicial remarks about those evaluated. No respondent made a prejudicial remark, but a very few identified themselves, perhaps inadvertently; those few cases provided the only instances of deletions to free responses comments, and this is so indicating by the use of the ...notation.

The complete results and accompanying report (UUP Quality of Life & Administrative Assessment: 2012) are available to members of the UUP Oneonta bargaining unit at the UUP Oneonta Chapter office, Human Ecology 206 (607-436-2135; oneonta@uupmail.org). These materials include statistical results and free response comments. An abridged statistical version of the “UUP Quality of Life & Administrative Assessment: 2012” results and the report are disseminated through this article in The Sentinel. In addition, SUNY College at Oneonta Management will also receive the complete UUP Quality of Life & Administrative Assessment: 2012 report. It is evident that respondents did not view the College at Oneonta or its senior administration as a monolith. Viewed comparatively, evaluations of both quality of life and of the senior administration demonstrated significant range. Moreover, respondents also made clear distinctions in their ratings concerning specific attributes of each administrator.

Beyond serving as Chair of the Quality of Professional Life and Administrative Assessment Committee, Dr. Wang served as Director of the survey, tabulated results, and prepared the statistics reported in this report. Thanks to Dr. Wang for contributing her professional expertise and time. Thanks also to all respondents. Your participation was important as it allows us to understand your concerns and our priorities as a College community, and the survey enables UUP to represent, more effectively, its members.

II. Response Rate, Demographic Data, and Questions Asked in the Survey

By Jen-ting Wang, Chair of the Quality of Professional Life and Administrative Assessment Committee

Overall Response Rate

Six hundred and twelve (612) members, excluding newly hired UUP members, received the survey by email and 301 members responded (49.2%). There were 49 complete blank responses, excluded from the response rate. Please

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note that because the survey participants do not reflect a random sample, the non-response bias cannot be identified. Thus, the descriptive statistics presented in this report reflect only those who participated in the survey. Further and future generalizations and conclusions may not necessarily reflect the sentiments of the entire UUP membership but only of those who participated.

Basic Demographic Data

Among the 301 respondents:

Employment classification-

- 178 (59.1%) academic, 106 (35.2%) professional, 5 (1.7%) librarian, and 12 (4%) not reported

Appointment/Employment Types-

- 165 (54.8%) permanent appointment, 110 (36.5%) non-permanent, and 26 (8.6%) not reported

Full or Part-time-

- 232 (77.1%) full-time, 49 (16.3%) part-time, and 20 (6.6%) not reported

Gender-

- 141 (46.8%) female, 125 (41.5%) male, and 35 (11.6%) not reported; 80 (26.6%)

Length of Employment-

- 1-5 years, 79 (26.3%) 6-10 years, 62 (20.6%) 11-15 years, 17 (5.7%) 16-20 years, 32 (10.6%) over 20 years, and 31 (10.3%) not reported

Please note that due to the small number of self-reported librarians, we combined the "librarian" with the "academic" category in the tables/charts below. This also prevents potential identification.

Summary Descriptive Statistics of the Part I: Quality of Professional Life

The twenty (20) Quality of Professional Life survey questions noted on the *second page of this article* were grouped into eight general thematic categories as noted below:

- **Category 1-Overall Morale: Question #1**
- **Category 2-Resources: Questions #2, 3, and 4**
- **Category 3-Recognition: Questions #5, 6, 7, and 8**
- **Category 4-Workload: Questions #9, 10, 11, and 12**
- **Category 5-Program Support: Questions #13 and 14**
- **Category 6-Use of Personnel: Questions #15, 16, and 17**
- **Category 7-General Administration: Questions #18, 19, and 20**
- **Category 8-Overall Evaluation: Question #21**

In Table 1 on the *next page of this article*, the responses were aggregated as: 1-3 dissatisfied; 4 neither satisfied nor dissatisfied; 5-7 satisfied; and N/A. The full report has more specific breakdowns.

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Table 1: Responses (%) for Each Question for the Quality of Professional Life*

Responses--1=Strongly Disagree (SD) to 7=Strongly Agree (SA)

Questions and Categories	% Responding 1-3 (Dissatisfied)	% Responding 4 (Neither satisfied nor dissatisfied)	% Responding 5-7 (Satisfied)	% Responding N/A
Overall Morale				
Q1	19.3	21.3	57.8	1.7
Resources				
Q2	15.0	14.0	71.1	0.0
Q3	9.0	10.0	80.7	0.3
Q4	37.5	15.3	41.9	5.3
Recognition				
Q5	26.9	18.3	54.8	0.0
Q6	42.5	15.6	33.2	8.6
Q7	50.5	14.0	34.2	1.3
Workload				
Q8	23.3	12.0	62.5	2.3
Q9	33.6	20.6	29.9	15.9
Q10	37.5	18.6	28.6	15.3
Q11	20.9	18.9	57.1	3.0
Program Support				
Q12	31.2	16.6	49.5	2.7
Q13	14.3	12.6	71.4	1.7
Use of Personnel				
Q14	29.2	15.6	54.8	0.3
Q15	37.2	16.9	18.6	27.2
Q16	27.2	20.3	42.9	9.6
Administration				
Q17	33.9	24.6	36.5	5.0
Q18	21.6	16.9	56.5	5.0
Q19	25.9	16.6	22.9	34.6
Overall				
Q20	15.0	16.9	68.1	0.0

*In this section of the instrument, the reliability coefficient, Cronbach's alpha was 0.930, suggesting that these 20 items had an excellent internal consistency in measuring the quality of professional life. The overall satisfaction (#20) correlated with all the questions with a coefficient r 's ranging from 0.323 to 0.678. Specifically, it was most correlated with items: #5 (recognition, $r = .678$), #14 (use of my ability), #12 (support for my area), #11 (workload), #17 (transparent decisions), and #4 (funding for development), all with $r > 0.60$.

Comparative Analysis (Academic and Professional); (Part-time and Full-time); (Female and Male); and (Years Worked at the College)

The four tables in this section provide comparative breakdowns by several categories (i.e., Academic and Professional; Part-time and Full-time; Female and Male; and Years Worked at the College). There are many ways to aggregate and dissect the survey responses. In this section these four seminal areas provide depth to the overall numbers reported in Table 1 in the previous section.

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Table 2: Comparative Responses of Academic and Professionals Compared*

Question	Position	N	Mean	S.D.	S.E. Mean*
1. our academics/professionals possess positive morale.	Academic	179	4.66	1.659	.124
	Professional	105	4.90	1.293	.126
2. the College provides a satisfactory physical environment for my work.	Academic	183	5.07	1.643	.121
	Professional	106	5.52	1.409	.137
3. the College provides adequate technology support.	Academic	183	5.43	1.553	.115
	Professional	105	6.11	1.163	.113
4. the College provides adequate funding for my professional work.	Academic	174	3.54	1.661	.126
	Professional	100	4.94	1.716	.172
5. I am recognized and appreciated for my professional work.	Academic	183	4.43	1.780	.132
	Professional	106	4.84	1.746	.170
6. the Discretionary Salary Increase (DSI) process/results are fair.	Academic	164	3.48	1.983	.155
	Professional	99	3.99	1.909	.192
7. my salary is equitable.	Academic	179	2.97	1.912	.143
	Professional	106	4.37	1.949	.189
8. the College provides reasonable job security.	Academic	176	4.56	1.778	.134
	Professional	106	5.29	1.718	.167
9. the process of assessment and accreditation activities is manageable.	Academic	167	3.57	1.622	.126
	Professional	75	4.47	1.408	.163
10. the content and results of assessment and accreditation activities are meaningful.	Academic	167	3.42	1.774	.137
	Professional	77	4.32	1.473	.168
11. the content/scope of my work is reasonable.	Academic	179	4.52	1.616	.121
	Professional	102	4.93	1.451	.144
12. my department or area receives adequate support from the administration.	Academic	176	3.92	1.812	.137
	Professional	105	5.08	1.627	.159
13. my supervisor is an effective advocate for my department or area.	Academic	180	5.36	1.827	.136
	Professional	104	5.55	1.600	.157
14. the College effectively uses my ability and potential.	Academic	183	4.33	1.755	.130
	Professional	105	5.04	1.568	.153
15. the College uses external consultants effectively.	Academic	139	3.01	1.583	.134
	Professional	70	4.10	1.589	.190
16. our academics/professionals play a significant role in the governance of the College.	Academic	167	3.97	1.751	.135
	Professional	94	4.56	1.500	.155
17. the administration makes decisions in a transparent and effective manner.	Academic	175	3.68	1.682	.127
	Professional	99	4.53	1.452	.146
18. the administration promotes diversity in recruiting and retaining academics/professionals.	Academic	176	4.53	1.845	.139
	Professional	99	5.11	1.463	.147
19. the administration appropriately and effectively resolves personnel disputes.	Academic	113	3.65	1.678	.158
	Professional	75	3.96	1.639	.189
20. overall, working at the College is satisfying.	Academic	183	4.85	1.622	.120
	Professional	106	5.54	1.367	.133

*: S.E. = Standard Error

Academic employees had lower satisfaction mean scores than those of professionals on all items. Their mean differences were greater than 0.40 except on items #1, #13, #19. Particularly, #12 (support for my area, 3.92 vs. 5.08), #15 (external consultants, 3.01 vs. 4.10) had a mean difference of at least 1.0, while item #4 (funding for development, 3.54 vs. 4.94) and #7 (salary, 2.97 vs. 4.37) had the greatest mean difference of 1.4. The academics also had much lower mean score on overall satisfaction working at the College than the professionals did (4.85 vs. 5.54).

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Table 3. Comparative Responses of Full-time and Part-time Employees

Question	Position	N	Mean	S.D.	S.E. Mean*
1. our academics/professionals possess positive morale.	Part-time	47	5.09	1.501	.219
	Full-time	230	4.67	1.543	.102
2. the College provides a satisfactory physical environment for my work.	Part-time	49	5.29	1.620	.231
	Full-time	232	5.22	1.541	.101
3. the College provides adequate technology support.	Part-time	49	5.82	1.453	.208
	Full-time	231	5.66	1.457	.096
4. the College provides adequate funding for my professional work.	Part-time	40	3.63	2.059	.326
	Full-time	226	4.12	1.778	.118
5. I am recognized and appreciated for my professional work.	Part-time	49	4.41	1.682	.240
	Full-time	232	4.60	1.794	.118
6. the Discretionary Salary Increase (DSI) process/results are fair.	Part-time	37	3.57	1.980	.325
	Full-time	219	3.64	1.980	.134
7. my salary is equitable.	Part-time	47	2.74	1.983	.289
	Full-time	231	3.63	2.034	.134
8. the College provides reasonable job security.	Part-time	45	3.29	2.030	.303
	Full-time	229	5.10	1.589	.105
9. the process of assessment and accreditation activities is manageable.	Part-time	31	4.35	1.380	.248
	Full-time	204	3.74	1.624	.114
10. the content and results of assessment and accreditation activities are meaningful.	Part-time	32	4.13	1.561	.276
	Full-time	205	3.60	1.745	.122
11. the content/scope of my work is reasonable.	Part-time	47	5.09	1.599	.233
	Full-time	226	4.58	1.536	.102
12. my department or area receives adequate support from the administration.	Part-time	43	4.33	1.973	.301
	Full-time	230	4.34	1.797	.119
13. my supervisor is an effective advocate for my department or area.	Part-time	47	5.85	1.668	.243
	Full-time	229	5.33	1.753	.116
14. the College effectively uses my ability and potential.	Part-time	49	4.33	1.842	.263
	Full-time	231	4.62	1.689	.111
15. the College uses external consultants effectively.	Part-time	27	3.67	1.569	.302
	Full-time	176	3.31	1.672	.126
16. our academics/professionals play a significant role in the governance of the College.	Part-time	39	4.33	1.737	.278
	Full-time	216	4.15	1.681	.114
17. the administration makes decisions in a transparent and effective manner.	Part-time	44	4.20	1.665	.251
	Full-time	223	3.91	1.646	.110
18. the administration promotes diversity in recruiting and retaining academics/professionals.	Part-time	45	4.89	1.682	.251
	Full-time	223	4.70	1.751	.117
19. the administration appropriately and effectively resolves personnel disputes.	Part-time	26	4.35	1.522	.298
	Full-time	157	3.67	1.662	.133
20. overall, working at the College is satisfying.	Part-time	49	5.08	1.718	.245
	Full-time	232	5.08	1.544	.101

Part-time and Full-time members' differences in response: On all items, full-time members had lower satisfaction mean scores, except on #8 (job security). The mean score on overall satisfaction working at the College were about the same (5.08) regardless the employment status. Part-time employees have concerns about job security.

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Table 4. Comparative Responses Based on Gender

Question	Position	N	Mean	S.D.	S.E. Mean*
1. our academics/professionals possess positive morale.	Female	139	4.88	1.515	.129
	Male	123	4.61	1.597	.144
2. the College provides a satisfactory physical environment for my work.	Female	141	5.17	1.594	.134
	Male	125	5.22	1.522	.136
3. the College provides adequate technology support.	Female	141	5.89	1.319	.111
	Male	124	5.44	1.589	.143
4. the College provides adequate funding for my professional work.	Female	136	3.96	1.852	.159
	Male	115	4.13	1.789	.167
5. I am recognized and appreciated for my professional work.	Female	141	4.55	1.746	.147
	Male	125	4.60	1.805	.161
6. the Discretionary Salary Increase (DSI) process/results are fair.	Female	123	3.72	1.896	.171
	Male	118	3.59	2.085	.192
7. my salary is equitable.	Female	139	3.58	2.007	.170
	Male	124	3.46	2.089	.188
8. the College provides reasonable job security.	Female	137	4.77	1.719	.147
	Male	123	4.75	1.880	.170
9. the process of assessment and accreditation activities is manageable.	Female	114	4.14	1.634	.153
	Male	109	3.61	1.534	.147
10. the content and results of assessment and accreditation activities are meaningful.	Female	114	4.04	1.770	.166
	Male	111	3.39	1.658	.157
11. the content/scope of my work is reasonable.	Female	136	4.75	1.595	.137
	Male	122	4.72	1.462	.132
12. my department or area receives adequate support from the administration.	Female	137	4.41	1.865	.159
	Male	121	4.28	1.799	.164
13. my supervisor is an effective advocate for my department or area.	Female	138	5.46	1.731	.147
	Male	123	5.33	1.813	.163
14. the College effectively uses my ability and potential.	Female	141	4.73	1.707	.144
	Male	124	4.43	1.754	.158
15. the College uses external consultants effectively.	Female	96	3.73	1.756	.179
	Male	95	3.08	1.562	.160
16. our academics/professionals play a significant role in the governance of the College.	Female	124	4.27	1.740	.156
	Male	117	4.09	1.638	.151
17. the administration makes decisions in a transparent and effective manner.	Female	129	4.15	1.649	.145
	Male	123	3.87	1.674	.151
18. the administration promotes diversity in recruiting and retaining academics/professionals.	Female	134	4.85	1.723	.149
	Male	120	4.64	1.753	.160
19. the administration appropriately and effectively resolves personnel disputes.	Female	85	3.86	1.684	.183
	Male	88	3.72	1.611	.172
20. overall, working at the College is satisfying.	Female	141	5.18	1.538	.130
	Male	125	4.98	1.604	.143

Gender descriptive statistics show that on most items, female members had higher satisfaction mean scores than males. While females had slightly lower mean scores on Questions #2 (environment), #4 (funding for development), and #5 (recognition), males had much lower mean scores on assessment/accreditation issues, (i.e. Questions #9: (3.61 vs. 4.14) and #10: (3.39 vs. 4.04)), and #15 (external consultants, 3.08 vs. 3.73). Overall, females had slightly higher mean score on the Overall working at the College category than males (5.18 vs. 4.98).

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**Table 5 Overall Satisfaction (#20) by Length of Service/Employment
[Q#20. overall, working at the College is satisfying.]**

Years Worked at the College	N	Mean	S.D.
1-5 years	80	5.28	1.458
6-10 years	79	5.14	1.430
11-15 years	62	4.97	1.736
16-20 years	17	4.53	1.663
Over 20 years	32	4.94	1.605

Years worked at the College: On the overall satisfaction question, #20, people who have worked for 1-5 years had the highest mean of 5.28, followed by 6-10 years, 11-15 years, and over 20 years. Those who worked for 16-20 years had the lowest mean of 4.53.

Summary Descriptive Statistics of the Part II: Evaluation of Six Administrators

Survey respondents answers eight questions in the evaluation of six administrators: President (Dr. Nancy Kleniewski), Provost and VP for Academic Affairs (Dr. Maria Thompson), VP for Student Development (Dr. Steven Perry), VP for Finance and Administration (Mr. Todd Foreman), VP for College Advancement (Mr. Paul Adamo), and Associate Provost for Institutional Assessment and Effectiveness (Dr. Patricia Francis). The questions were:

Q1. This administrator is accessible if and when there is a need to discuss problems, make inquiries, or suggest changes.

Q2. This administrator is fair-minded and flexible.

Q3. This administrator is considerate and concerned about my work needs.

Q4. This administrator effectively promotes professional growth.

Q5. This administrator recognizes the strengths and weaknesses within his/her areas of responsibility.

Q6. This administrator selects and manages personnel effectively.

Q7. This administrator properly allocates spaces, supplies, equipment, and budgetary resources.

Q8. This administrator, overall, effectively fulfills her/his responsibilities.

In this part of the instrument, the reliability coefficient, Cronbach's alpha, for each administrator ranged from 0.961 to 0.975, suggesting that these eight items also had an excellent internal consistency in evaluating the performance of each administrator.

There were 121 members who chose to evaluate Dr. Kleniewski; 101 Dr. Thompson; 95 Dr. Perry; 61 Mr. Foreman; 41 Mr. Adamo; and 74 Dr. Francis.

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Table 6. Aggregate Results of SUNY Oneonta Administrators by Question: Means and (Standard Deviations)*

Administrator's Name (N)	Demographic [#]	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Nancy Kleniewski (121)	A=88 P=30 ?=3	5.10 (1.773)	5.20 (1.821)	4.75 (1.833)	4.58 (1.861)	4.55 (2.040)	4.43 (2.010)	4.37 (1.889)	5.11 (1.881)
Maria Thompson (101)	A=79 P=19 ?=3	3.96 (1.941)	4.33 (1.873)	4.02 (1.943)	3.86 (1.943)	3.80 (1.891)	3.72 (1.900)	3.93 (1.852)	3.86 (1.856)
Steven Perry (95)	A=44 P=48 ?=3	5.58 (1.662)	5.07 (1.793)	4.82 (2.009)	5.12 (1.883)	4.77 (2.001)	5.06 (1.865)	5.07 (1.834)	5.46 (1.717)
Todd Foreman (61)	A=31 P=28 ?=2	5.61 (1.666)	5.53 (1.535)	5.04 (1.743)	4.89 (1.801)	5.20 (1.738)	5.32 (1.720)	5.24 (1.737)	5.59 (1.713)
Paul Adamo (41)	A=28 P=12 ?=1	5.23 (1.437)	4.80 (1.488)	4.83 (1.416)	4.68 (1.725)	4.84 (1.588)	4.78 (1.879)	4.86 (1.781)	5.40 (1.676)
Patricia Francis (74)	A=55 P=17 ?=2	4.79 (1.741)	3.85 (1.902)	3.42 (2.068)	3.57 (2.071)	3.48 (2.025)	3.94 (2.041)	4.31 (1.908)	3.90 (1.987)

* For all administrators on most questions, Min=1 and Max=7, except Min=2 for Adamo on Q1 and Q3.

[#] A=Academic, P=Professional, ?=not identified.

Conclusion

The members of the Quality of Professional Life & Administrative Assessment Committee thank all of the UUP members who participated in the survey. Information will be used by UUP and hopefully the administration to improve this Campus. UUP will continue to analyze the data and the free responses to address our members interests and concerns, to shape and craft Labor-Management dialogue, and advocate Oneonta's interests in the wider community and at the state levels.



UUP Job Board

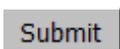
[*Editor's Note:* State UUP President Phil Smith provided the information that follows concerning the UUP Job Board.]



The UUP Job Board is a new feature available on the State UUP Web site at <http://uupinfo.org> On the State UUP Web site, the *UUP Job Board* is accessible from the NavBar at the top of the page under "Links." And...it's linked from the bottom of the page on the State UUP Site Map (also under Links, and named "*UUP Job Board*." The direct link is: <http://www.uuphost.org/sunyjobs/choice.php>)

The *UUP Job Board* link will take you to the following:

Welcome to the SUNY job board
Please choose an campus below*
Institution Name:



The *UUP Job Board* is a result of negotiations with SUNY on how they transmit to UUP postings about position openings. Previously, SUNY collected postings from the campuses, then sent them along to UUP Headquarters for UUP distribution out to the campuses.

Now, SUNY campuses send electronic postings directly to State UUP, which allows State UUP to post the listings as they come in. This provides convenient and current information for UUP members concerning SUNY Job Posting Search Results. Check out the State UUP Web Site from your computer for the *UUP Job Board* and other important features.



Central New York UUP Leaders Meet with Senator James Seward

Central New York UUP leaders met with Senator James Seward on Monday, December 17, 2012, in the Senator's Oneonta district office. A member of the Senate's Higher Education Committee, Senator Seward, a Republican, represents the sprawling 51st Senatorial District. The 51st District includes SUNY units in Cobleskill, Cortland, and Oneonta. In addition, many UUP employees at SUNY Delhi live in the 51st District. The UUP delegation included leadership from Cobleskill (Chapter President Fred Kowal), Cortland (State Vice President for Academics and former Chapter President Jamie Dangler), Delhi (Chapter President John Taylor), and Oneonta (Chapter President Bill Simons and Vice President for Academics Rob Compton).



Left to right: Rob Compton, Fred Kowal, Senator Seward, Bill Simons, and Jamie Dangler

The UUP leaders noted that SUNY's proposed new funding model will shift substantial money from its comprehensive and technical campuses. UUP indicated its concerns that SUNY's fund reallocation plan would funnel more state money to SUNY's University Centers at the expense of its other campuses and its three hospitals. UUP requested the Senator's assistance in articulating questions about the implications of the reallocation plan. Fred Kowal pointed out that the reallocation plan threatens the historic mission of SUNY.

In addition, UUP leaders asked for the Senator's support against additional job cuts at SUNY Downstate Medical Center in Brooklyn and for legislation that would require the SUNY Research Foundation and campus foundations to comply with the state's Freedom of Information Law (FOIL).

The Senator listened intently, took notes, asked questions, and engaged UUP leaders in discussion.



Left to right: Senator Seward, Bill Simons, John Taylor, and Jamie Dangler

UUP Oneonta Participates in Historic Rally for Downstate and SUNY



Activists make the case for Brooklyn Downstate and SUNY

UUP Oneonta recently participated in a historic rally on behalf of the SUNY Downstate Medical Center and the future of the entire SUNY. In the cold early morning of Tuesday, January 8, 2013, UUP Oneonta activists Geoff O’Shea, Ron Bishop, Miguel Leon, Sen Zhang, Fred Miller, Rob Compton, and Bill Simons began their journey along the Interstate 88 corridor.

In the Well of the New York State Legislative Office Building in Albany, the Oneonta contingent joined approximately 1,000 brothers and sisters from other UUP Chapters, NYSUT, CSEA, PEF, the state AFL-CIO and the New York State Nurses Association along with Brooklyn’s faith, labor, and community organizations. Several New York State legislators – Toby Ann Stavisky (D-Flushing), Kevin Parker (D-Brooklyn), Martin Golden (R-Brooklyn) and Diane Savino (D-Staten Island) – addressed the rally and expressed their support.

About 400 UUP members who work at Downstate have received notices of nonrenewal, heightening fears that the hospital is being downsized, privatized, or converted to an outpatient facility. If Downstate is deconstructed, this could happen at other SUNY medical centers. If SUNY medical centers are decimated, threats to other SUNY units, including Oneonta, may follow. On the day before Governor Andrew Cuomo’s State-of-the-State address, union activists provided the Governor and legislators with a clear message about the importance of public higher education and public health care. Make no mistake, however: the battle continues, and you remain on the sidelines at your own peril. The institution, community, and job you save may well be your own.



Ron Bishop: Making a Statement

Class Counts: Dr. King and the House of Want

By Bill Simons, Chapter President

The great struggle was and remains that between “the house of Have” and “the House of Want.” From his first battle in Montgomery in 1955 to his last crusade in Memphis in 1968, Dr. Martin Luther King, Jr., stood with those locked in “the House of Want.” He knew that class counts, and assertions of racial justice remain hallow unless accompanied by universal access to a decent standard of living, encompassing education, employment, health care, housing, diet, and physical security. Poverty provides poor soil for dignity, respect, and opportunity. For history to bend to the good, Dr. King understood the need for human solidarity. Celebration of Dr. King sans emulation undermines his legacy. We must not allow the “the House of Have” to divide the daughters and sons of “the House of Want.”

As part of the Martin Luther King, Jr. Day observance, Edison Bond, a leader of Brooklyn’s African-American faith-based community and State UUP Membership Development Officer, spoke on “The Legacy of Martin Luther King: Race, Labor, and Justice” on Monday, January 21st at Noon in Le Café, Morris Complex. Dr. Nithya Iyer, Director of UUP Oneonta’s Diversity Series, introduced the program. UUP and the Africana-Latino Studies Department jointly sponsored the program. Edison Bond’s presentation included the current plight of the medical complex at Downstate SUNY-Brooklyn, which threatens the health and employment of many thousands of low income people, as well as the future of SUNY. Dr. King emphasized that labor unions with the right to collective bargaining provide the bulwark against Dickensian child labor, exploitive wages, unsafe working conditions, arbitrary dismissal, denial of medical services, and destitution in retirement. Dr. King asserted, *“Our needs are identical with labor’s needs: Decent wages, fair working conditions, livable housing, old-age security, health and welfare measures, conditions in which families can grow, have education for their children, and respect in the community.”*



Dr. Martin Luther King, Jr

In the days of southern bondage, the planter class nurtured animosities between poor whites and black slaves. Obscuring their appropriation of black lives, wealthy planters, a minority in the antebellum South, frequently employed poor whites as overseers. Eschewing their own responsibility for the worst abominations of slavery, planters cast the overseers and slave patrols, also staffed by poor whites, as buffers to absorb the hostility of the exploited. With their pose of paternalism, the planter elite sought to misdirect black resentment. Slavery robbed blacks of freedom and debased white laborers. Likewise, with appeals to racial solidarity, the planter elite attempted to blunt the class consciousness of poor whites.

Following Emancipation, the political and legal gains of former slaves during Reconstruction proved ephemeral. Violence and the erosion of federal support left blacks vulnerable. Reconstruction never compensated freed blacks with “40 acres and a mule:” without an economic base, newly acquired rights withered. Exploitable labor of technically free black labor impeded a living wage and unionization on both sides of the southern color line.

The Populist uprisings of the late nineteenth century may have created a fleeting interlude with the potential to forge interracial class solidarity between poor southern whites and poor blacks, but the power of prejudice impeded such an alliance. Unjust and abused laws, brutal convict leasing of blacks “found guilty” of trivial or non-existent offenses, tenancy and sharecropping, debt servitude to large land owners that amounted to peonage, intimidation, lynching, segregation, political disenfranchisement, high illiteracy, and grinding poverty long dominated black life in the South.

The masters of the New South knew the value of tokenism—and its effectiveness when endorsed by a faux spokesperson of the underclass. The white elite found their man in Booker T. Washington. Race leader, principal of the Tuskegee Institute, and recipient of white philanthropic largess, Washington exerted much influence amongst fellow

Class Counts: Dr. King and the House of Want (continued)

blacks in the late nineteenth and early twentieth century. Eschewing political and legal rights as well liberal arts education, Washington counseled black accommodation, vocational training, and reliance on the white elite. While Washington's private correspondence and actions as well as his ultimate intentions deviated from his platform counsel, his public rhetoric endorsed the major tenets of the economic elite — laissez faire, Social Darwinism, Horatio Algerism, imperialism, monopolistic business, and anti-unionism.

In *Souls of Black Folks* and throughout his long life, scholar-activist W. E. B. Du Bois luminously provided another prototype of black leadership, rooted in assertiveness. The Washington-Du Bois dialectic on race and class continues to resonate. For a price, disciples of Washington are still available to serve as public tokens to legitimize half-measures. In his brilliant novel, *Invisible Man*, African-American novelist Ralph Ellison savages a Washington-like race leader as a selfish, hypocritical Judas goat.



W. E. B. Du Bois

The Great Migration of hundreds of thousands of blacks from the rural South to the urban North did not end racial or class exploitation. Inner-city black poverty still blights the American Dream. Northern industrialists deterred worker solidarity by stoking racial and ethnic animosities. During the late nineteenth and early twentieth centuries, Pinkerton and government arms were not the only weapons of the industrial elite against labor aspirations for decent wages, reduction of hours, and a work environment that did not maim and kill with regularity. Employers oft accentuated differences between immigrant groups by ethnic-specific task divisions that fragmented the work force. Last hired and first fired, black migrants to the urban North might find themselves deployed as strikebreakers by factory owners, deepening worker cleavages.

Not until the Great Depression of the 1930s and the New Deal's Wagner Act did American workers ameliorate racial and ethnic antagonisms sufficiently to unionize the nation's basic industries. Rejecting the craft unionism and exclusionary framework of the American Federation of Labor, the Congress of Industrial Organizations (CIO) united workers through industrial unionism. In the late 1930s, via strikes, which sometimes met blood reprisals, newly united workers in steel, automobile, rubber, and other basic industries won significant victories.

The CIO and President Franklin Roosevelt's New Deal added a new economic dimension to the American democracy, but they did not render racial justice. Nevertheless, the Roosevelts, Franklin and especially Eleanor, came to occupy an iconic status in African-American consciousness. During the 1930s, blacks abandoned the Republicans, the party of Lincoln the Emancipator, for FDR's Democrats in extraordinary numbers. In gestures, substantive and symbolic, such as Eleanor making possible the performance of African-American contralto Marian Anderson at the Lincoln Monument, the Roosevelts evoked a strong resonance amongst blacks. Nonetheless, blacks encountered discrimination and/or exclusion from some New Deal programs. Neither the First nor Second Hundred Days included civil rights measures, and FDR, fearful of losing the support of southern congressman for New Deal bills, failed to fight for anti-lynching legislation even as Billie Holiday's rendition of *Strange Fruit* pierced the conscience of America.



Billie Holiday

Class Counts: Dr. King and the House of Want (continued)

The great African-American leader A. Philip Randolph, president of the predominantly black Brotherhood of Sleeping Car Porters (BSCP), fused the issues of race and class. The Great Depression outlived the New Deal, and, in 1941 Randolph prepared to confront *An American Dilemma*. He planned a black March on Washington for July 1, 1941, with the purpose of protesting racial discrimination in the armed forces and in defense industries. Many thousands of black Americans responded to Randolph's March on Washington appeal. Concerned about the image of the U.S. in the world at a time of global turmoil, FDR convinced Randolph to call off the March in return for the issuance of Executive Order 8802, which prohibited racial discrimination in defense-related industries. The Fair Employment Practices Committee, created to enforce Executive Order 8802, was limited in its effectiveness, and desegregation of the military did not come until after World War II during the Truman Administration. The 1950s, however, brought the Warren Supreme Court's *Brown v. Board of Education of Topeka* against segregated public schools, the emergence of Dr. King, and the true birth of the modern Civil Rights Movements. Nor did Randolph disappear.

In 1963, Randolph finally got his March. The August 28, 1963, March on Washington called for **Jobs and Freedom**: racial justice cannot endure without economic justice. Randolph initiated the Great March on Washington in 1963, and labor unions played a key role in its organization. At the Great March, before a vast assemblage in the shadow of the Lincoln Memorial, Dr. King eloquently linked civil and economic rights:

Five score years ago, a great American, in whose symbolic shadow we stand signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity.

But one hundred years later, we must face the tragic fact that the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize an appalling condition.



A. Philip Randolph and Eleanor Roosevelt

Rooted in non-violent civil disobedience, deeds of courage and confrontation followed. Dr. King and a generation of activists piqued a nation's conscience. The Civil Rights Acts of 1964, the Voting Rights Act of 1965, and the War on Poverty bear testament to that struggle.

Dr. King consistently linked racial and labor rights. Before an AFL-CIO convention, he proclaimed:

Negroes are almost entirely a working people. There are pitifully few Negro millionaires, and few Negro employers. Our needs are identical with labor's needs — decent wages, fair working conditions, livable housing, old age security, health and welfare measures, conditions in which families can grow, have education for their children and respect in the community. That is why Negroes support labor's demands and fight laws which curb labor. That is why the labor-hater and labor-baiter is virtually always a twin-headed creature spewing anti-Negro epithets from one mouth and anti-labor propaganda from the other mouth.

Dr. King recognized that labor unions with the right to collective bargaining provide the bulwark against Dickensian child labor, exploitive wages, unsafe working conditions, arbitrary dismissal, denial of medical services, and destitution in retirement. Dr. King evoked a righteous God thundering against greed and privilege: *"The children of my sons and daughters were in need of economic security and you did not provide for them."*

Class Counts: Dr. King and the House of Want (continued)



A. Philip Randolph (center) meeting with President John F. Kennedy, Martin Luther King, Jr. and former UAW President Walter Reuther (right)

Dr. King increasingly focused on bringing an end to poverty in America and to the war in Vietnam, a conflict where American combat troops disproportionately came from the racial and economic underclass. Dr. King planned to initiate a Poor People's Campaign in May 1968 with an encampment in the national capital that would advocate for the poor and dramatize their continuing need for jobs, housing, and health care. Prior to the start of the Poor People's Campaign, Dr. King, however, responded to the plight of workers in Memphis.

The unnecessary death of two black municipal workers, Echol Cole and Robert Walker, in Memphis, Tennessee, due to an antiquated garbage compressor precipitated a strike of that city's sanitation collectors for better condi-

tions. City government refused to negotiate with sanitation workers or recognize their union (American Federation of State, County, and Municipal Employees — AFSCME, Local 1733) and termed their strike illegal. Despite death threats, Dr. King came to Memphis in March 1968 to join the strikers and called for union recognition; Dr. King asserted, *"Workers want a guarantee that there will be a union, that their money will go into the union and if trouble comes, they can help themselves."* At a March 28th march, led by Dr. King, Memphis police employed nightsticks and tear gas; police gunfire killed 16-year old Larry Payne. The strike continued. On April 4, 1968, an assassin shot Dr. King to death as he stood on the second floor balcony of a Memphis motel.

Riots engulfed cities across America in response to Dr. King's death. Dr. King, a prophet of peace, was not there that night to quell the violence. In Memphis, a shaken city government engaged in collective bargaining with sanitation workers, recognized AFSCME, Local 1733, and reached a settlement. And the Poor People's March began in Washington on May 12th.

Forty-four years have passed since Dr. King's death. His birthday is a national holiday. The problems he spoke about — racism, poverty, labor exploitation, and war — plague us still. As with Muhammad Ali, Dr. King and his message are today too often sanitized, only a few steps removed from the President's Day advertisements that trivialize Washington and Lincoln. The powerful seek to detach Dr. King's call for equality from class and economic issues. Dr. King's legacy is best honored not by celebration but by taking up his unfinished work.

In an America once again polarized between "the House of Have" and "the House of Want," UUP Oneonta strives to take Dr. King's legacy seriously. Stay alert to tokenism—and the elite's search for a contemporary Booker T. Washington. Cynicism will not prevail. We are forging new relationships with other unions, and this concerns the elite who seek to foster, as in ages past, discord amongst the diverse inhabitants of the House of Want. The House of Have seeks to break the labor movement. Look at the battles fought in Wisconsin, Michigan, and other states. The attack on decent wages, collective bargaining, pensions, and workplace safety comes yoked with surveillance, profiling, and regressive taxation. The House of Have seeks to set worker against worker. Brutal physical violence against labor of former times has yielded to techniques of demonization and the stripping of rights. Union solidarity and class issues will makes themselves felt: count on it.



Dr. King marches with striking sanitation workers in embattled Memphis

Class Counts: Dr. King and the House of Want (continued)



Oneonta unions rally: police, fire, Teamsters, CSEA, K-12 teachers, UUP

It takes more courage to confront injustice close by than afar, and UUP will keep faith with Dr. King. Too many of our adjuncts are among the working poor. Adjunct starting pay was last adjusted — \$2,500 per course — in 2006: it is time to raise it. We can more effectively engage the 300,000 African Americans who reside amongst the 3.6 million people within a 2-hour drive of Oneonta. Let's remain vigilant to the potential threat that consolidation and sharing of services pose to SUNY's historic mission of accessibility.

Then and forever, Dr. King admonishes us, "You may not be on strike. But either we go up together, or we go down together." He recognized that equity and inclusion are hollow without economic rights. Let not Dr. King have lived and died in vain. Let not naked power strip workers of their human dignity. Join Dr. King in worker solidarity.



Books of Genesis: "Here cometh the dreamer. Let us slay him and see what becomes of his dream."

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

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 It contains information about members benefits and many other important topics.

Labor-Management Meeting Notes: December 10, 2012, 3pm

For Management: Nancy Kleniewski (President) and Lisa Wenck (Senior Executive Employee Services Officer)

For Labor: Bill Simons (UUP Chapter President) and Rob Compton (Vice President for Academics)

1. UUP and Management discussed Faculty Development Funds from the Provost's Office. Topics included total funds distributed this year (\$86,000); and projections for next year (\$25,000). UUP expressed some concerns about the low amount to be distributed from the Provost's Office and the protocols for department distribution of funds. It was noted that there is no aggregate figures on the three categories (research, service, and teaching). Management noted that the Deans ranked the proposals. UUP shared faculty concerns about the three categories and the processes for review.
2. UUP and Management discussed the implications of the new budgeting procedures on Professional Development.
3. UUP and Management discussed developments in the hiring of the five Deans and the Associate Vice President for Academic Services position.
4. UUP and Management explored ideas for expanding participation in workshops regarding professionals.
5. UUP and Management agreed to maintain the current structure of Labor-Management Meetings in the Spring 2013 semester.
6. UUP and Management discussed the progress of Labor-Management discussions on student evaluations of teaching. Management presented material that UUP will take back to its negotiating team.
7. UUP informed Management that the UUP Quality of Professional Life and Administrative Assessment Survey is complete, and Dr. Jen-Ting Wang is preparing the UUP Quality of Professional Life and Administrative Assessment Survey report. UUP will share the report with Management.
8. UUP and Management agreed that the Phased Retirement program is a worthy program and should be expanded. UUP thanked Management for their leadership and efforts on this project.
9. UUP and Management discussed Labor Day.
10. UUP requested to defer discussions on Equity Study and Adjunct Faculty Participation in Assessment Activities.

Meeting adjourned 4:05

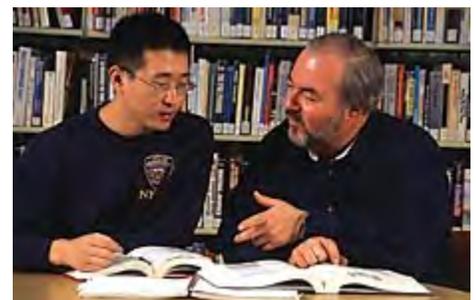


Teaching and Friendship

[Excerpted from: Ira Sadoff, "The Joys of Lives Well Lived," Colby. Fall 2012, 86.]

A little while ago I received a Facebook message from a former student who was returning to Maine to visit family (all the way from Finland), and she wanted to know if she could show me some poems over coffee. Last week another former student wrote to tell me that her father, whom I'd known and liked, had passed away. In the spring two students who thought they finally had completed book manuscripts asked if I'd critique their work. Another wanted a Guggenheim recommendation, still two more asked for book blurbs. All of their letters were sprinkled with news. Most wanted to share their successes and frustrations, to send news of their families or jobs, to complain about politics or the Red Sox. A fair number expressed curiosity about me and life at Colby.

I correspond, sporadically, with 40 or 50 former students, some who became writers and many who did not, but I am nourished by all of their friendships. After all, we'd spent considerable time and energy with each other in class, on papers, in conference, and occasionally, late in their undergraduate life, over beers. Though these relationships are well-boundaried — no students should ever have to worry about their teachers — why should that reciprocally earned respect, curiosity, and affection disappear arbitrarily at graduation? Such sustained friendships are one of the pleasures of teaching...



Leave Donation Program for Hurricane Sandy Victims: Guidelines for UUP Participation

[Sentinel Note: UUP thanks its members for their repeated generosity in assisting those in need. Eligible UUP Members may participate in a Leave Donation Program for Hurricane Sandy Victims. Guidelines appear below. To donate Leave Donation or to receive answers to questions concerning Leave Donation, please contact the SUNY Oneonta Human Resources Office at **2509.**]

Due to the devastating effects of Hurricane Sandy, a number of state employees suffered damage to their homes, but lack the leave accruals that would help ease their efforts to recover and repair. To address this need, the Governor's Office of Employee Relations (GOER) has announced an expansion of the current leave donation program to assist employees who need to be absent from work because Hurricane Sandy caused the loss of, or significant damage to, their primary residence or the primary residence of a family member.



The rules of the current leave donation program will apply to the expanded program, except as modified by the *Guidelines for Administration of the Expanded Leave Donation Program Due to Hurricane Sandy*, appear below. The expanded leave donation program will end on **February 5, 2013.**

Guidelines for Administration of the Expanded Leave Donation Program Due to Hurricane Sandy

November 5, 2012 through February 5, 2013

This leave donation program is intended to assist employees who, as a result of Hurricane Sandy, suffered loss of, or significant damage to, their primary residence that requires them to be absent from work. It provides for the donation of vacation credits to impacted employees for qualifying absences of up to two weeks total duration. Rules of the current leave donation programs for all bargaining units apply except as modified below.

1. Eligibility

The program is available to eligible employees in all bargaining units with leave donation programs. Donations may be made to employees in the same bargaining unit or in other bargaining units. Donations may be made to employees in the same department or agency as well as to both family members and non-family members employed in different agencies.

Eligibility Criteria - Donors

In order to donate vacation credits an employee must have a minimum vacation balance of at least 10 days after making the donation, based on the donor's work schedule. Vacation credits that would otherwise be forfeited may not be donated.

Eligibility Criteria - Recipients

In order to receive donated leave credits, an employee must:

- Be subject to the Attendance Rules or otherwise eligible to earn leave credits; and
- Have exhausted all personal and vacation leave accruals.

Leave Donation Program for Hurricane Sandy Victims: Guidelines for UUP Participation (continued)

2. Use of Donated Credits

Qualifying Absences

Qualifying absences are those necessary to make essential arrangements for a habitable primary residence, and can include the following:

- Securing and/or moving to a new primary residence;
- Arranging and/or scheduling critical repairs to the affected primary residence (This is limited to major structural repairs necessary to reoccupy the residence); or
- Being available at the affected primary residence to facilitate scheduled restoration of utility services.

Donated credits may be used, at the employee's option, in full-day units or half-day units after Donations made across agency lines shall be used prior to donations made within the agency.

Employees must furnish proof of qualifying absence or absences acceptable to the appointing authority. (See Section 5, Verification of Employee Absences, below.)

3. Restrictions on Donations

Only vacation credits that would not otherwise be forfeited may be donated. Credits must be donated in full-day units. There is no limit on the number of times an eligible donor may make donations. Donated credits not used by recipients are returned to the donor, provided the donor is employed in the same agency as the recipient.

No employee may accept or use donated credits in excess of two weeks total time (that is 75 or 80 hours for most employees). Donated credits cannot be used to extend employment beyond the point it would otherwise end by operation of law, rule or regulation. There is no maximum number of donors from whom an eligible employee may accept donations.

4. Requesting and Processing Donations

Donations may be solicited by the recipient employee, on his or her behalf by co-workers, or by local union representatives. The appointing authority may not solicit donations on the employee's behalf. The identity of donors is confidential and may not be disclosed by agency management.

5. Verification of Employee Absences

The appointing authority is responsible for verifying the appropriate use of donated time under this program. Examples of verification include documents such as contractor invoices, lease agreements, or records of real estate transactions. Where documentation cannot be provided, an employee may provide a written and signed attestation for review by the appointing authority. The appointing authority shall also review compliance with eligibility requirements, approve and process donations, confirm employee acceptance of donations, and transfer credits accordingly.

This program is not subject to contractual grievance procedures.

6. Status of Recipient Employees

Recipient employees are deemed to be in leave without pay status while charging donated leave credits. They do not earn accruals or observe holidays, nor do they receive personal leave or vacation bonus days if their anniversary dates fall while using donated leave credits. Time charged to donated leave credits does not count as service toward eligibility for sick leave at half-pay.

Employees using donated leave receive retirement service credit for days in pay status.



Forced to Listen: Lessons from Newtown

By Jo Ann Simons, Ruderman Family Foundation Disabilities Advisor, and CEO, Cardinal Cushing Centers

[Reprinted from: **New post on** Zeh Lezeh (For One Another) by jayruderman]



The television at my home-- and in homes throughout the world-- has been tuned into the nonstop coverage of the massacre in Newtown, Connecticut. I feel it is my duty to listen to the news of the latest investigation of this horrific crime and watch the tributes to the victims. Somehow I feel like I am paying my respects, but mostly I am trying to comfort myself. I am trying to make sense of the senseless. I am trying to convince myself that my children are safe, our students and clients are safe, I am safe, and my country is safe. I am rationalizing that the likelihood of this kind of horrific crime occurring again is unlikely.

I am kidding myself. These kind of mass shootings are becoming more frequent and yet we have done nothing to reduce the availability of automatic weapons.

But this time something has happened. We have begun a discussion about mental illness, Asperger's and autism. It has been thoughtful and meaningful. The world is learning what we already know: people with autism and Asperger's are not prone to violence. It is a neurodevelopmental disorder, present from childhood. People with diagnoses on what is called the "autism spectrum" demonstrate compassion and empathy. They are wonderful sons and daughters, brothers and sisters. They live, play, learn and work successfully among us. In fact, one of the Sandy Hook children had autism and she was slaughtered with her aide and special education teacher.

We have also learned that mental illness usually develops in the late teen or early adult years, although it sometimes appears in childhood. Societal stigmas and the gaping lack of services make it difficult to identify and even more difficult to treat. Families feel hopeless and desperate and are often forced to turn to the only remedy available: the criminal justice system. In this system mental illness typically goes undiagnosed and almost always untreated.

A national discussion has begun and people who have never been part of it before are showing up to educate us. Doctors Sanjay Gupta and Mehmet Oz have begun teaching us about the minds of people with mental illness and about distinguishing mental illness from autism. They and many others are calling out to rebuild our mental health system. Are we listening?

SUNY Bureaucrats Undermine Rational Tuition Agreement

By Ted P. Schmidt, UUP Member, Buffalo, State College

[**Editor's Note:** This article originally appeared in Artvoice Weekly Edition » Issue v11n50 (12/13/2012) http://artvoice.com/issues/v11n50/guest_essay and is republished with the permission of as well as that of the author. Ted P. Schmidt is an associate professor in Buffalo State College's Department of Economics & Finance and co-editor of Heterodox Economics Newsletter. The views expressed above are his own and do not represent those of Buffalo State College or his department.]

Individual campuses were supposed to keep the money generated by new SUNY tuition hikes—but SUNY central is changing the rules

In August 2011, Governor Andrew Cuomo signed legislation to support SUNY's so-called rational tuition policy. Rather than unpredictably raise tuition to support ongoing state budget cuts, the legislation provided SUNY colleges and universities with tuition increases of \$300 per year for five straight years. This plan was considered "rational" because it allowed both institutions and students to plan their future financial needs with some degree of certainty. One important aspect of the plan, which helped create unified support, was the so-called "hold harmless" clause. That is, in exchange for the agreement to increase tuition, the state agreed not to cut its allocation to SUNY, as they had so often done in the past. Alfred State President John Anderson expressed this agreement clear and succinctly:

"Students across the SUNY system are in agreement with the Chancellor's plan as well, provided that the increase is used at their respective campuses, and not to help refill the state's empty coffers as was done in the past."

The italics are mine.

As Anderson made very clear, students supported the increased tuition at their respective campuses because they were led to believe that the tuition would remain on their campuses, while their state allocations would not be cut—"hold harmless." The state has held up its side of the bargain, but SUNY bureaucrats have not.

SUNY is no stranger to budget cuts. When I began my career at Buffalo State College in 1990, the state provided 60 percent of our total funding. Over the past 20 years, that support has fallen ...at Buffalo State and the other comprehensive colleges. While a similar trend has happened at the university centers, they still receive over 40 percent of their budget from the state. Of course, as state support has declined over the years, tuition was raised to offset the loss of funds.

In the late 1990s, as state support continued to decline, SUNY decided that it needed to develop a model to allocate the dwindling state funds. During the development of their model, dubbed BAP and/or RAM (budget allocation model/resource allocation model), I was given the task of evaluating the implications of the new model for Buffalo State. A sophisticated statistical model was developed to estimate allocations based upon costs of instruction. Now, as we all know in academia, it's more expensive to run research institutions like UB because PhD programs are expensive—small classes with high-paid professors. Even with this in mind, early iterations of the model projected allocations for the research centers (UB, Stony Brook, Albany, and Binghamton) that were less than what they were currently receiving. Since the centers dominate SUNY, the model was tweaked until the projected outcome was close enough to the current actual distribution to be acceptable. RAM included several components, the main two of which were costs of instruction and research (mainly measured as the dollar value of grants received by institutions). If the tuition component couldn't be tweaked to generate the right outcome, then the research component could.

During its early years, once the right outcome was generated, the RAM/BAP model functioned fairly well—meaning no one really complained about the outcome, and it also created a *raison d'être* for SUNY bureaucrats. While the model marked a radical change for SUNY, there was an additional, more important, change that came along with it—institutions would now be allowed to keep their own tuition. Prior to this, all funds were sent to SUNY central, then reallocated in some fashion back the colleges and universities. The new model would provide more transparency.

SUNY Bureaucrats Undermine Rational Tuition Agreement (continued)

In theory, the RAM model was supposed to create a more competitive environment among SUNY institutions: Better institutions would attract more students and therefore more funds. In practice, it drove administrators at many institutions (including our own) to strive for quantity over quality (though, to prevent this, there was a cap on annual enrollment growth). At Buffalo State, enrollment targets were set at the maximum allowable so as to generate as much money as possible, and, by hook or by crook, we met those targets. Unfortunately, too much of that money went to feeding a growing bureaucracy.

Fast-forward to the 2008 economic crisis: SUNY institutions experience two years of across-the-board cuts, and RAM gets put on the back burner. In 2011, students have agree to the five-year rational tuition increase, because they are led to believe that those funds will be retained at their respective campuses (“hold harmless”), and most institutions state they intend to use the funds to bolster academics. In fact, Buffalo State’s new president made this very commitment in his fall State of the College Address. However, while the state would maintain its promise of “hold harmless,” little did he know that SUNY bureaucrats would reinterpret its meaning.

There are a lot of bureaucrats at SUNY central, and they’ve now gone four years with little to do. Idle hands are the devil’s play things. Time to resurrect the dead! A working group, appropriately titled the resource allocation team or RAT, began to work on a new allocation model. Like politicians dueling over the fiscal cliff, the RATs periodically leak information about possible outcomes. The early iterations of the model generate reduced allocations at the colleges and increased allocations for the university centers. For example, Buffalo State is projected to lose \$2.7 million, and UB is projected to gain \$4.5 million.

Of course, the RATs claim this was all done in the name of objective modeling, but there is no such animal. Models are tweaked until the desired outcome is generated. In the case of Buffalo State, the tuition component of the model generated a reduction of about \$700,000, and the remaining \$2 million cut was generated by the research component of the “model.” Buffalo State receives a lot of state grants, and SUNY bureaucrats decided that state grants should be less valuable than federal grants. Voila!

Is this just sour grapes? Look, I have no problem with SUNY (or the state) allocating more funding to the university centers than the colleges. On average, the state allocation covers about 45 percent of the university centers’ budgets, while the colleges receive about 30 percent of their budgets from the state. Even though they are more expensive to run, the centers probably do generate a greater economic impact than the colleges, so a greater subsidy is warranted. However, under the rational tuition policy increase, students were led to believe that their dollars would be used to bolster academics at the institutions they attend, just as president Anderson stated. I think it’s a crime that SUNY bureaucrats—not politicians—decided to reallocate state dollars in the middle of this five-year tuition increase.

At Buffalo State, many of our students come from low-income households, and we are proud to provide access to higher education for a very diverse population of students. These students will be paying higher tuition each year for the next five years and they will be harmed to the tune of \$2.7 million in cuts by SUNY’s decision—not the state’s—to reallocate state resources. Chancellor Zimpher, this is *not* the definition of “hold harmless.” Governor Cuomo, is this what the state intended with its rational tuition policy? I’m no lawyer, but it seems to me that students at the colleges that are losing state funding have an actionable grievance.



Save the Manor from Privatization: Keeping Faith with our People

Former Minnesota Senator and Vice President Hubert Humphrey observed that a people define themselves by their treatment of those in the dawn of life, the shadow of life, and the twilight of life. We in Otsego County will shortly define ourselves by our final decision on the controversy surrounding privatization of the Manor, our public nursing home. The Manor is home to our fathers and mothers, our husbands and wives, our friends and neighbors — and perhaps someday to ourselves.

With its dedicated and compassionate unionized staff, the Manor fulfills its mission statement:

The mission of Otsego Manor is to create and nurture a culture which is centered around the resident as a whole person.

We support the development of a community which joins all residents, staff, and families in creating a true home.

In our home, the residents' choices and strengths determine their daily routine.



From: The Manor Website at <http://www.otsego Manor.com/householdDesign.html>

The Manor's services include Household Life, Memory Care, Medical Services, Respite Care, and Rehabilitation.

Privatization of the Manor would potentially expose residents to the indignities and perils endured in Delaware County when its public nursing home, Countryside, was privatized. We have an obligation to keep faith with our people. A recent Daily Star editorial ["In Our Opinion: Issues Likely to Remain Contentious," December 13, 2012, 6.] noted:

...residents and their families are protesting a decision by the Otsego County Board to privatize Otsego Manor, the county nursing home. Regarded as an outstanding facility, the Manor is a major drain on the tight county budget strained by a reduction in state aid.

Otsego spent \$3.3 million subsidizing the Manor this year, and the cost is expected to rise to \$5.5 million in 2013. We fully understand the board's decision, but we fervently urge its members to explore every option to avoid giving up on the Manor. There is no better example of unreliable private companies than what happened down the road to Countryside.

To contact members of the Otsego County Board of Representatives with your input on this issue, see the information below.

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Did You Know?

A new job could impact your permanent appointment!

By Tara Singer-Blumberg, Labor Relations Specialist, NYSUT

When UUP employees take on new jobs, their state titles, SLs, permanent appointment and seniority all come into play.

When UUP employees receive permanent appointment, they get it

- In their state title
- At their campus
- At a specific SL level.

There are many state titles in each SL level and for these purposes, the in-house title is irrelevant.



Tara Singer-Blumberg

If employees with permanent appointment change their state titles:

- They move into the new position with a one-year probation.
- After that one year, they have the RIGHT to return to their old title (which would have been filled on a temporary basis during that year) or remain in their new title, in which case their permanent appointment status would transfer automatically to that title.
- In the latter case, however, employees do not carry their seniority with them for purposes of avoiding lay-off. The new title can be at a different SL level or may be a different state title within the same SL title.

Once professional employees in UUP obtain permanent appointment:

- They can transfer laterally to another position at Fredonia.
- If they transfer laterally, even if they change their in-house title, their permanent appointment status will not be affected as long as their state title remains the same.
- In the case of a lateral transfer, an employee does not serve probation and has no guaranteed right to bounce back to their old position unless they previously secured a leave of absence from the old position.

The fact that employees may change funding lines does NOT impact their permanent appointment status

- If a professional employee without permanent appointment transfers to a different state title, that employee takes his/her time on the permanent appointment clock with them to the new position.
- Such an employee, however, will be required to serve for two years in the new state title before receiving permanent appointment. For this reason, an employee's total time on campus within the same SL level, but different state titles, could be more than 7 years before permanent appointment is granted.
- Professional employees who reach their sixth year in the same state title can apply for permanent appointment even if they have transferred from another department. This is because permanent appointment is attached to the SL level, not the department title or line number.
- In the latter case, the employee's previous job will be held open for one year, in case the new job doesn't work out. In such a situation, it is a good idea for the transferring employee to speak to the new supervisor before taking the job to be sure the supervisor understands that the employee intends to apply for permanent appointment and expects the supervisor's support.

HOWEVER if an employee switches to an Appendix title, they lose their permanent appointment status, or if they don't yet have permanent appointment, their ability to ever get it. All of these situations are governed by the Policies of the Board of Trustees. Article XI, Title C, and Appendix A, B or C. <<http://uupinfo.org/>>(Under the Contract tab). In-house titles are completely irrelevant. There are many state titles within each SL category. The key is the state title.

If you have a specific question or encounter a problem contact UUP.

Responsibilities of Full-Time Faculty

By Tom Horvath, UUP Secretary



The College Handbook has been available in electronic form for the past few years. An electronic form does make the Handbook easy to find – at least in my office. However, it also makes finding the information a bit more difficult. I want to outline a subset of what the Handbook calls Faculty Responsibilities. To get to the section I am highlighting, you have to access the Handbook – this can be done easily by searching for Handbook from the Oneonta main web page. Once the Handbook is located, follow these headings via the Contents links on the sidebar.

[College Handbook](#) > [Professional Responsibilities](#) > [Faculty Professional Obligations and Expectations](#) > Responsibilities of Full-Time Faculty

I encourage all Full-Time Faculty to give this section a good read. The first thing you may notice is that the Handbook is out of date with current College policy in regards to our expected teaching load. We are currently practicing a 21-semester hour load for an academic year, not the old 24-semester hour load as listed. That aside, the section I want to highlight follows. The Handbook outlines a set of criteria that can be applied to reduce the teaching load of faculty. Here are the provisions in the Faculty Handbook.

Appropriate justifications for reductions may include but are not limited to the following:

- **exceptional involvement in specific instructional activities, such as preparation of a new course, the revision of existing course materials, involvement in the development or instruction of new academic programs, or the instruction of graduate level courses;**
- **exceptional involvement in a specific program of research and scholarly activity;**
- **exceptional involvement in specific service activities, such as assignment to special college projects or committees;**
- **involvement in professional development activities, such as retraining for another specialty area or to address departmental needs;**
- **administrative assignments, such as service as department chair or designation as program or area director;**
- **an exceptionally heavy workload in teaching assignment, due to reasons such as participation in courses with large class sizes resulting in unusual time commitments, such as assignments that generate a total of 375 credit hours or more.**
- **supervision of internship activities for program or department;**
- **an unusually high teaching load or other assigned professional responsibilities in a previous semester or planned for a subsequent semester;**
- **other assigned professional responsibilities or scholarly activities as deemed appropriate.**

Do any of these apply to you? If so, you have the ability to request a reduction in teaching load (usually equivalent to 3 semester hours, or a single course). To make such a request, the policy states that you should discuss this with your Chair, and pending approval at that level, the decision to grant the reduction is made by your Dean.

In the past, UUP has reported on the number of requests and the number of reduction granted. The general pattern over the years has been that few faculty make requests, but most requests made are usually granted.

Responsibilities of Full-Time Faculty (continued)

Let's look at a few of these criteria. First, **"exceptional involvement in a specific program of research and scholarly activity"**. Many of the faculty hired in the past few years are involved with some great research projects. These were recently promoted at the Life of the Mind event. But good research takes time. At Oneonta, we value teaching, but we also value scholarly activity. Would it be considered neglecting your teaching responsibilities if you requested more time to focus on your scholarship? Think about the positive consequences. Staying current in your field of research could and should translate into better materials for the classroom. Motivating students to pursue academic research or even involving them directly in your research satisfies both teaching and scholarship. Plus, for the newer faculty, this helps support the dossier for tenure and promotion.

Second, **"exceptional involvement in specific service activities, such as assignment to special college projects or committees"**. The Provost has granted teaching reductions to a number of faculty who have recently been assigned extraordinary service responsibilities.

Third, **"an exceptionally heavy workload in teaching assignment, due to reasons such as participation in courses with large class sizes resulting in unusual time commitments, such as assignments that generate a total of 375 credit hours or more"**. This is my favorite because I am often involved in teaching large-enrollment lectures. In fact, each semester a few faculty in Biology (about 30-40% of us) are involved with large enrollments equating to teaching loads of over 375 credits. Some of us have semesters where we cover over 500 credits. This is an exceptionally heavy workload in teaching assignment, and can result in reduced scholarship, attention to students, and reduced service. The effects are generally poor for the faculty and for the students.

The other criteria may apply to you as well. I encourage you all to take a serious look at these provisions in the Handbook, and talk with your Chair about possibilities of applying these criteria to your teaching workload. Remember, you are not requesting a reduction in you workload, you are requesting a temporary shift in the allocation of your overall responsibilities.



[Editor's Note: The REQUEST FOR LESS THAN 12 S.H. TEACHING COMMITMENT form appears on the next page.]

Participate in VOTE-COPE: Protect SUNY and UUP Employees

It can't happen without you!

Stand up and give to VOTE-COPE!



VOTE-COPE (Voice of Teachers in Education - Committee on Political Education) is the union's non-partisan political action committee. Members voluntarily contribute to the fund, which supports the election of pro-education candidates and grass-roots lobbying. Union dues are not used for electioneering or other political action.

Through VOTE-COPE, the professional and personal lives of our members are improved. In 2012, VOTE-COPE allowed UUP and NYSUT to help elect candidates for office that value public higher education and support the labor movement.

VOTE-COPE is your political action committee - it is your voice in Albany, Washington and at home. Use the form below to participate in **VOTE-COPE**.

Support the Political Action Fund of UUP and NYSUT Give to VOTE/COPE

VOTE/COPE is the nonpartisan political action fund of UUP and its affiliate, NYSUT. It coordinates the voluntary contributions of members and makes contributions to UUP/NYSUT-endorsed candidates and to UUP/NYSUT-supported general campaign committees.

Dues money is *not* used for political action.

Contributions to VOTE/COPE are *not* tax deductible.

Return this coupon to:

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United University Professions
P.O. Box 15143
Albany, NY 12212-5143



UUP VOTE/COPE Voluntary Contribution
United University Professions, P.O. Box 15143, Albany, NY 12212-5143

Last _____ First _____ MI _____

Address (Include Street, City, State, Zip) _____

Campus _____ Department _____ E-mail _____

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

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

Signature _____ Date _____



PART-TIME FACULTY ORIENTATION TO COLLEGE SERVICES: A Great Success

The annual Part-Time Faculty Orientation on Monday, August 20, 2012, was a great success. The orientation, held from 4:30-6:30 PM, at the Waterfront, Hunt College Union once again provided a venue for strong Labor-Management collaboration. Kudos to Lisa Wenck, Senior Executive Employee Services Officer, and her staff for doing an excellent job coordinating the event. Thanks also to UUP Officer Tom Horvath who, along with Lisa, stood at the entrance to greet all attendees. UUP Membership Director Hanfu Mi effectively captained the UUP table, which also included Norm Payne, Fred Miller, Jen-Ting, and Bill Simons.



UUP officers assist part-time faculty at orientation

PART-TIME FACULTY ORIENTATION TO COLLEGE SERVICES: A Great Success (continued)

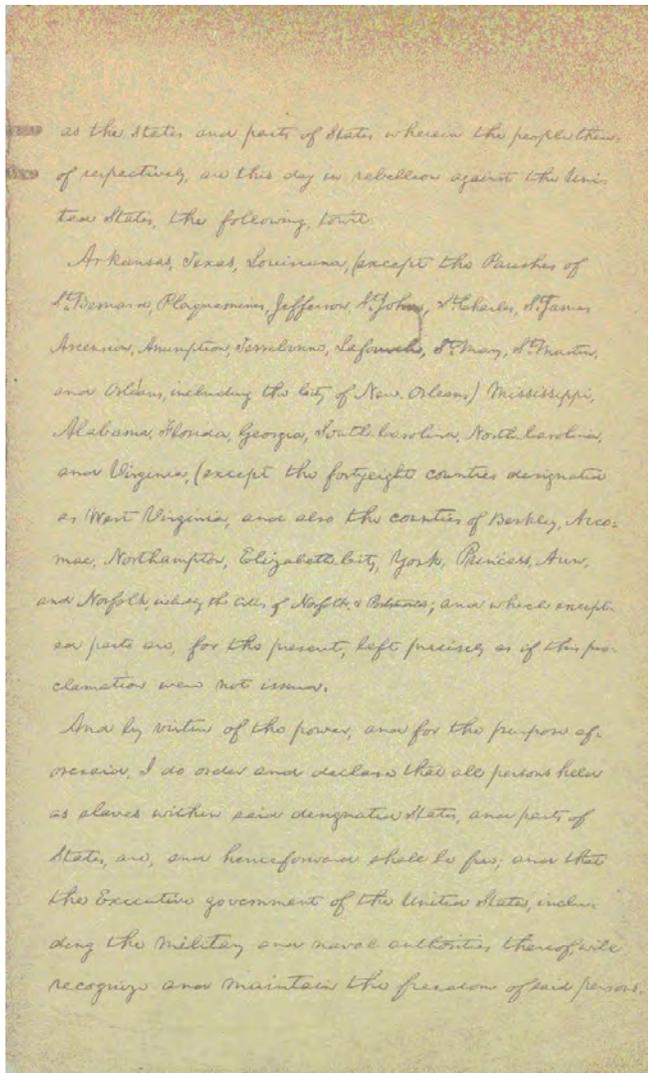
The Orientation provided new and veteran Part-Time employees with the opportunity to many complete beginning of the semester tasks and to learn about available resources. In addition to those at the UUP table, representatives from many areas of the College also staffed tables. Helpful and supportive professionals provided information and services. Refreshments and door prizes burnished the friendly ambience.

Besides UUP, representatives from the following College departments and areas provided information, services, and resources. University Police Department; ID/Dining Card Office; Registrar's Office; Human Resources; Payroll; Academic Computing Services; Teaching, Learning, & Technology Center; OAS Bookstore/Damascene; OAS General Services; Student Disability Services; Counseling Center; Computer Services; Telecommunication Services; Library Information Services; Academic Affairs; and Student Development; Technology Services; Grants Development Office; and Creative Media Services. They all did a great job.

On Tuesday, August 21st, Tom and Bill also represented UUP at the orientation for fulltime faculty, which was held in the Craven Lounge, Morris Complex.

SENTINEL QUIZ

By Nancy S. Cannon, Academic Delegate and Newsletter Photographer



What is the name of the U.S. Presidential order that was issued 150 years ago, on January 1, 1863, and what is the name of the President who issued that order? A photographic reproduction excerpted from the original handwritten document appears below. The first person to email Nancy Cannon (cannonns@oneonta.edu) with the correct answer will receive a UUP cap.

The answer to the December quiz, "This company, founded by an outdoorsman interested in improving gear, is celebrating its 100th birthday this year", is LL Bean. The first correct answers were provided by Sherry Wildenstein and Armand LaPotin.

UUP Winter Party a Splendid Night of Solidarity

By Bill Simons, Chapter President

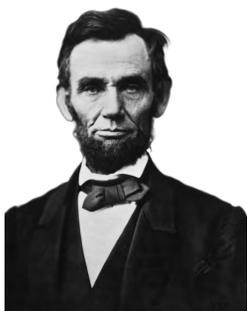
The Annual UUP Winter Party was a splendid night of solidarity. On a cold, icy, wintry evening, the cavernous hall of the Elks Club brimmed with the warmth and good cheer of the season. On December 8th, a multitude of UUPers, drawn from three generations, took respite from their multitude of responsibilities to celebrate with friends and colleagues. The scene resembled a tableau from a Frank Capra movie. It was the people's night. UUP celebrants created a rainbow of diversity. These salt-of-the earth, hard-working unionists who have given so much to the College and community garnered new strength for the struggles ahead. Only those with the capacity to express joy possess the courage to demand the right of all to pursue happiness. Thanks to the incomparable Loraine Tyler for organizing this special gathering.



The party was preceded by a Chapter Meeting. At the Chapter Meeting, Part-Time Concerns and the UUP **Quality of Professional Life & Administrative Assessment** received attention. In addition, questions about the status of contract negotiations arose; confidentiality requirements were noted.



Lincoln Day Lecture: Tuesday, February 12th, 7:30 PM, Craven Lounge, Morris Complex



All members of the College and Greater Oneonta communities are invited to UUP's Inaugural Lincoln Day Lecture on February 12th at 7:30 PM in Craven Lounge, Morris Complex. In this 150th anniversary year of the Emancipation Proclamation and Gettysburg Address, consideration of Lincoln's life and actions provides an opportunity for consideration of the relationship between race and labor to American national identity. Dr. Frederick E. Kowal, scholar and activist, will deliver the initial Lincoln Day Lecture. He is a charismatic and protean speaker. Dr. Kowal's presentation is entitled "The Great Labor Emancipator: Lincoln, Free Labor, and the Rise of the Working Class." Dr. Kowal will examine the evolution of Lincoln's thought and policies toward slavery and free labor. Questions and Discussion will follow the formal presentation.

A child of the working class, Fred Kowal graduated Summa Cum Laude from Western New England College with a B.A. in Economics, earned a M.A. in Economic History from American University, and received a Ph.D. in Political Science from University at Albany. Prior to entering academia, he served as a research intern for the Senate Labor and Human Resources Minority Staff under Ted Kennedy and worked with developmentally challenged adults as a volunteer in Montana on the Flathead Indian Reservation. A Professor at SUNY Cobleskill, Dr. Kowal's major field is American Politics. A union leader, he was on the State UUP Executive Board and Negotiations Team and served as State UUP Membership Development. He is currently President of the UUP Cobleskill Chapter. Through the years, Fred has acquired extensive experience in legislative and public advocacy. Dr. Kowal epitomizes the scholar activist and will present compelling analysis of the Lincoln legacy.



Dr. Fred Kowal

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