



The Sentinel

UUP — Oneonta Local 2190

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UUP Professionals: Issues and Concerns

By Bill Simons, Chapter President

UUP Oneonta held a forum for its Professionals on Thursday, January 23rd, from Noon-1:30 PM, in Human Ecology 144. The meeting provided a venue for UUP Professionals to speak openly and candidly about campus concerns. Given the topic and purpose of the meeting, admission was limited to Professionals represented by UUP. More than 50 professionals were present. UUP Professionals from several departments participated. The January 23rd Professional discourse will help shape UUP goals, the Labor-Management agenda, *Sentinel* content, and future meetings.

UUP Professionals need more information about their contractual rights and the mechanisms through which to assert those rights. UUP does not have recourse to easy panaceas or magic bullets, but we do have knowledge and resources. During the coming semester, UUP will conduct three workshops for Professionals. Labor Relations Specialist Darryl Wood will conduct the workshops. He will disseminate detailed and essential information. Questions and comments will follow the formal presentations. UUP will provide a union lunch at the workshops. Dates, times, and titles, of the workshops appear below, with additional information about the sessions to follow:

Workshop I: Wednesday, March 19, Noon, Otsego Grille, Morris: Professional Obligation and Your Compensation: Comp Time, Extra Service, On-Call, Re-Call, and More

Workshop II: Monday, April 14, Noon, Le Café, Morris: Performance Programs and How to Use Them to Your Advantage: Permanent Appointment, Salary Increases, and Promotions

Workshop III: Tuesday, May 13, Noon, Le Café, Morris: Salary Equity for Professionals: How to Achieve It at Oneonta

From the initial workshops, Darryl has offered to build an on-going Professional series.

Professional employees and groups of Professionals from certain departments have also requested meetings dedicated to their specific issues. UUP will schedule those sessions with the appropriate confidentiality.

We also need to hold other large group Professional meetings similar to January 23rd.

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And we need a meeting where Professionals and Academics can come together and speak candidly and directly to one another about what needs to be done to bring our two great cohorts together.

The official portion of the Professional meeting remained animated for over an hour and a half. Numbers of Professionals remained after the adjournment to continue the dialogue, and, in the days that followed, Professional continued the conversation in-person, on the phone, and by email. The January 23rd meeting initiated a renewed consciousness of Professional issues and an awareness of the potential of numbers and solidarity. As one Professional attendee emailed, “Having an opportunity to be heard was very empowering.”

Another UUP Professional also followed up with a thoughtful email:

I know we do vastly different jobs with different levels of obligation and our job titles and responsibilities do not lend themselves to a one-size-fits-all answer/contract. I appreciate those of you who are willing to do the work of the Union and I hope today's meeting reinforced the variety of issues at hand, and that these help inform you as you do the work necessary to assure fairness and equity in the workplace.

UUP will endeavor to so.

The challenge is to unite Professionals and Academics, full-timers and part-timers. Divided we are ineffectual; united there is much that we can do. It is time for a New Solidarity. Each month the Vice President for Professionals, the Vice President for Academics, and others are requested to submit a *Sentinel* article and Labor-Management agenda items identifying concerns in their division. *Sentinel* articles have provided Labor-Management agenda items, policy research, surveys, petitions, recruitment of activists, and programming.

The emergence of a new generation of Professional activists is important. UUP Professional Delegate, VOTE COPE Director, and Legislative Outreach representative Kyle Britton, for example, epitomizes this new style of Professional leadership. Kyle did much, going office by office, to turn out the attendance for the January 23rd Professional meeting. Kyle was so confident of a high turnout that he even increased the food order. He and others like him recognize that meaningful change requires concerted group activism. The rank-and-file Professionals have yet to be heard from fully.

Salary, equity, compensation, and other matters received attention on January 23rd, but no issue was more paramount than respect. Every Professional needs to feel that their work matters and their opinions count. A subsequent email referenced “the silo-mentality and lack of understanding of the work of everyone on this campus.” No Professional should work in insecurity. UUP will solicit Professionals to conduct policy studies, run for elective union office on both the campus and state levels, contribute to Labor-Management meetings, participate in legislative outreach, and write *Sentinel* articles. As for *Sentinel* articles, 17 different individuals made contributions to a recent issue of *The Sentinel*, but we need more bylined articles by and about Professionals. If you are a Professional who is hesitant about having your name affixed to a policy-oriented article, write a “bright side” profile about a Professional colleague highlighting the importance of that Professional’s work. The College community needs greater awareness of vital Professional contributions and achievements. Solidarity is not a spectator sport.

As announced, notes on the ideas, perceptions, and opinions expressed were taken for purposes of publication, but names and identifying information were not recorded. Confidentiality in the recording of the

UUP Professionals: Issues and Concerns (continued)

Thursday, January 23rd Professional commentary was promised and maintained. As such, the written record takes the form of notes rather than a verbatim transcript:

Professionals perceive a lack of respect for many quarters on campus, including Management, the Senate, Academics, and UUP.

There is a lack of respect for Professionals.

Professionals are polite in their interactions, but there are those who ignore, slight, and simply walk by Professionals.

The College and faculty ignore and take the Professionals for granted.

Professionals want UUP to be more assertive on their behalf. Sentinel articles, salary reviews, and current reorganizations plans/change in duties need to more fully address Professional concerns.

Professionals are concerned about salary and its relationship to rank, longevity, and equity.

The duties required for Professional positions have increased and, in some cases, approach unsustainable levels.

The level of Professional workload has increased so much that Professional morale has never been lower.

Job creep and double job assignments are too prevalent.

Professionals are confused about compensation time and its implementation on the Oneonta campus.

Why aren't all Professionals eligible for permanent appointment?

How many Professionals are on 5 year or less contracts? How does one build trust and community without providing workplace security and fairness?

Professionals expressed concern that they are doing the job of higher pay grades.

Professionals should have access to paid sabbaticals.

When there are Professional vacancies, it is expected that the existing Professional staff do the work.

There was concern that these vacancies were purposeful to save money without filling them to get existing Professional staff to do the work.

The ability for upward mobility frequently for Professional does not exist, yet the job responsibilities continue to increase at a rapid rate.

Some Professionals report having faced inappropriate exclusion from search committees and other committees.

A Professional asserted having greater responsibilities than counterparts with the same position at other comparable institutions but receiving less pay.

UUP Professionals: Issues and Concerns (continued)

A Professional did not understand how come no payment accompanied teaching a credit-bearing course.

There is little effort made by the College to retain Professionals on this campus, and many Professionals are looking for new jobs.

The message is that Professionals on this campus are not valued and that despite the low pay and work-load, it is expected that we suck it up because some people think we are tied to the locality.

Some Performance Programs are not reflective of added work, and some evaluations are late.

New Professionals need a formal group orientation. Such Professional orientations should be held once a semester for new Professionals. Pension and medical advice is particularly needed for new Professional employees. Professionals need better direction concerning their early decision making as they join the system in regard to health plans, other benefits, retirement, and performance programs.

Supervisors need formal orientations.

I was urged to get an advanced degree, but the advanced degree did not bring more money or promotion.

Salary upgrades appropriate to time and education are not in place.

Professional are marginalized.

Some good Professional candidates don't come to Oneonta due to low Professional salaries.

I don't understand longevity raises.

My previous SUNY Professional experience was ignored when I came to Oneonta.

There is Professional salary inversion with new people getting more.

Closed UUP meetings for Professionals are a good idea.

DSA is unfair.

Does the College want to keep me?

There is a lack of Professional voice.

There is non-responsiveness from Management to Professional concerns.

Professionals lack adequate resources and support.

There are Professional salary inequities.

Thanks to those Professionals who worked Xmas Eve to get grades in!

Why can't we accumulate more than 200 sick days?

What has happened to on-call/recall? On-call duty rules are confusing, and not being fairly assigned/compensated.

UUP Professionals: Issues and Concerns (continued)

Professional performance programs need revision.

UUP should meet with specific Professional departments.

It is hard to attract good professionals

There is no such thing as comp time.

Most Professionals have not received a good explanation of Comp time and thus find it difficult to use comp time as a tool for self-advocating.

Professionals receive unequal treatment.

The definition of comp time and how it is assessed does not address what is a normal work day and how many extra duties are reasonable to require of an employee.

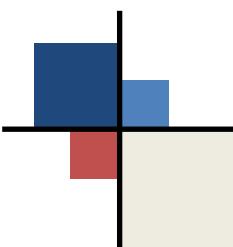
During the next round of negotiations: let's develop strategies to gain "catastrophic sick days" so long time and loyal employees don't lose health benefits if they get ill at the end of their many years of service (every 10 days equals one catastrophic day).

Some Professionals retire without reasonable pension protections.

A Professional comment on a pension concern at the January 23rd meeting was not fully captured by UUP note takers. Thus, the following clarification comes from a email follow-up sent by the Professional who spoke at the January 23rd meeting:

"I am writing again to ask that you reconsider the policies surrounding selection of retirement programs, specifically the Optional Retirement Program (ORP) for CUNY and SUNY employees. I am also requesting that ORP members be allowed to transfer their membership to one of the other retirement system options...The thirty day window for plan selection is simply inadequate... From a management perspective you should be aware of the tension that exists in the work place when some workers have a significantly inferior employment benefit than coworkers...The retirement incentive that was offered in 2010 was a wonderful opportunity for employees in the defined benefit programs. For those of us with devastating losses in the defined contribution program (ORP) that paltry incentive just added to our anxiety...Please support allowing us to join the New York State Employees or Teachers Retirement System. ..Why not for SUNY/CUNY employees in ORP?... Governor Duval Patrick allowed the transfer to happen in Massachusetts to the relief of faculty and professional staff. Minimally, could the transfer of membership be staggered, allowing retirement for older ORP members."

UUP thanks its Professional employees for all that they do for the College, our students, and the community. Their work and character have enriched the lives of all us. Now it is time to address their concerns—and for all unionists to commit to a New Solidarity.



Reality Check: Why Academics Need Professionals

By Rob Compton, Vice President for Academics



The Department of Africana and Latino Studies

Importance of Community

In an era of shrinking resources as questions about the future of higher education become more salient, the challenges to communities heighten. In some cases, individuals engage in atavistic behavior and seek self-aggrandizement or operate, as what we call in ALS, "rogue agents." The most important facets of our work are not what we publish individually or the courses that we teach. It is the idea of a community of scholars. Strong academic departments have an ethos of community and solidarity. Weak communities foster unaccountability and internecine warfare. We all know departments like that. Departments, whether they are

Academic or Professional deserve respect. When people within departments behave in a way as to contradict the general will

or destroy the social contract, others have a moral obligation to discuss these breaches. Sometime, as a factual matter, it may become necessary for individuals to move on. When part of a community, we have mutual obligations. President Abraham Lincoln noted the importance of a house united. The House of Labor needs to stand together regardless of nomenclature (e.g., full or part time, professional or academic).

Recently, the College administration decided to make important changes to the compensation of teaching faculty. There was a clear realization of the urgency of the matter. On the ground level, I can report wearing my other hat as chair that issues of morale and retention and recruitment of faculty, were adversely affected by issues of salary inequity. Multiple voices, from the Council of Chairs, the Senate, and UUP expressed concern that if we are not an employer of choice, we would cease to be a college of choice for students. The new salary changes - contrary to perceptions - were not designed as a partnership between UUP and Management. It was purely a necessary response by Management. If consulted we would have made suggestions as we have different ideas about equity. Be it is what it is at this time.

All along, I've always thought that the majority of Professionals were content with their compensation and work environment. Outside of a few isolated cases and problem departments, I have limited contact with Professionals.

I was wrong.

Professionals

I am part of the UUP community as VP for Academics, but by formal nomenclature I am not a Professional. As Academic VP, my primary role is to advocate for full and part time teaching and non-teaching academics. Another function of mine is to serve as Chief-of-Staff to the UUP President on general union issues. On January 23, 2014, UUP held a forum for Professionals to discuss issues of compensation and workplace conditions.

Although I anticipated a modest turnout, I was gratified that more than seventy Professionals from all quarters of the campus attended. All along, I've assumed that the majority of Professionals were content with their compensation and work environment. Outside of a few isolated cases and problem departments, I have circumscribed contact with Professionals. January 23rd provided new ballast.

Reality Check: Why Academics Need Professionals (continued)

UUP Professionals are an integral part of the union and the College community. Academics need the Professionals and the Professionals need the Academics. Union solidarity is about an “injury to one is an injury to all.” Principled positions regarding this claim builds, maintains, and strengthens community. We are aware of the contractual, fiscal, and administrative limitations regarding what can be accomplished. Ninety percent of what UUP does is in agreement with the intrinsic goals of Management. The processes, techniques, and priorities may differ.

Academics often have a tendency to be self-centered. We wrote dissertations in solitude almost like an alchemist seeking to discover the magic formula for gold in secrecy. In the classroom, we possess a high degree of autonomy and demand academic freedom.

One's strength in scholarship, teaching, and service is moot if you are a destroyer of community. The most important intelligence is emotional (EQ).

We also have a high level of scheduling flexibility. This kind of work environment, buttressed by our solitary offices and excessive reliance on computers creates an illusion or mirage about community. Too many academics have come to assume that unions are for plumbers and other blue-collar workers. They assume that merit and rewards are self-achieving and self-deserved. This atomized world tends to lead to severe destruction of community. One's strength in scholarship, teaching, and service is moot if you are a destroyer of community. The most important intelligence is emotional (EQ).

Across the Professional spectrum—Residence Life, Judicial Affairs, CADE, Career Development, Admissions, Continuing Ed, Alumni Affairs, Registrar’s Office, EOP, Advisement, IT, Athletics, Facilities, and so many others—the work of the Professionals is essential to campus operations. With burgeoning workload creep severely overloading our schedules, Academics increasingly heavily rely on our skilled UUP Professionals. If you are an Academic, I assure you that someone, probably a Professional, is providing the support that allows you to complete your commitments.

As Vice President for Academics, my principal responsibilities remain with the Academics, and I want them to know that I will continue to do my best in representing them. As a unionist, I do not believe that Academic gains should come at the expense of Professionals. Solidarity is a necessity. UUP’s official campus position, which I helped to formulate, specifically seeks, as an utmost priority, the need to address the problems involving adjunct salary. Academic sharecropping has no place on this campus because we cannot become a plantation.

Conclusion

As never before, UUP Professionals have asserted a collective agenda. UUP will enlist them the struggle for equity and respect. A solitary individual sneered that Professionals earn \$130,000 for pushing pencils: that canard is mendacious and an insult to our community—and it violates UUP principles. Yes, professorial salary is unacceptable at Oneonta and SUNY. But that does not mean that Professional concerns with salary and work environment are ignored. On January 23, 2014, I have come to see Professionals issues with a new clarity. Professionals and adjuncts need to be included in Phase II and Phase III of the College’s equity plan. UUP will press for that as we increase our advocacy for improving the conditions for Professionals. I can assure you of that. Academics and Professionals must support one another.

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Professional Issues

By Norm Payne, Vice President for Professionals

On Thursday, January 23, Professional Faculty members of UUP met to express some concerns and observations. I had reserved the Martha Pratt suite and had enough lunch materials for about twenty people. I thought I was being optimistic as I rarely get ten Professionals to attend union meetings, but I knew that at least ten had expressed interest. I was wrong.

As the room filled to standing room only capacity, two things were certain: There was not enough food, and things are not well with professionals in our community. For the most part, professionals on this campus keep their head down, work hard, do what they are told, do more with less, and assume that someday they will reap the rewards. On this day professionals brought with them years of frustration. The overwhelming tone was that they realize that no one gives a damn about them, they are a cog in the wheel caught between what the academics want, what the administration wants and what the Union has not done for them. Many expressed frustration over how their union appears to care more about the plight of Teaching Faculty while ignoring the Professional Faculty. They point to this very publication that monthly chronicles the plight of the adjunct professor, or new teaching faculty, without mentioning once, the issues professional faculty face.

As the Vice President for Professionals, I should have seen this coming. I have been remiss in asking the professional community as a whole if there are any issues that need attention. While I usually deal with issues professionals have on a one-on-one basis, quietly with Human Resources, the tone of this meeting made it clear that there are overarching issues that affect everyone.

As a professional, I get it. We work at a college, surrounded by professors whose whole world revolves around imparting knowledge on students. Everyone has advanced degrees in their field, and writes frequently about their research. Professionals are a necessary expenditure to ensure a constant stream of students to make sure a classroom is full. Because of this academic environment, we don't have much of a say in what happens to our professional community. Tomorrow if someone decides it is best practice to move the financial aid office to some vacant rooms in Community Bank on main street- we will show up for work there and get the job done.

For the longest time, this undertone was not clearly evident. Clearly something changed the day a teaching faculty member spoke up at the meeting where the presidents' plan for salary increases for teaching faculty was being explained. A faculty member expressed indignation that a "pencil pushing" member of our college community with barely a masters degree was making X dollars a year. The disgust in this persons' tone when questioning how anyone without a PhD like themselves can be making that kind of money, when they were barely making X dollars, was apparent to all. No one said a word. Crickets. Not even- Ouch.

The topic of respect was passed around many times during the hour and a half meeting. Professional faculty realize that some teaching faculty actually do value their input- after all, the directors of the very offices they depend on for information are Professional Faculty. Some expressed concern that even the administration lacks common courtesy when making whole sale changes to the structure of the college when it has nothing to do with academics and everything to do with our work environment.

Most everyone was happy to hear that someone is genuinely concerned about the salary inversion the teaching faculty suffered the last few years. They were quick to point out that this seemed to be the focal point of a union that is supposed to represent all of its' members. Remember the promise that no faculty

Professional Issues (continued)

lines will be cut when cuts were made a few years ago? Those savings were realized by cutting professional lines among other things. Yes they did add some student workers to pick up the slack, which, by the way, means some work was spread back out to the remaining staff. The professional faculty had to do more with less for the better part of 5 years. We all hear the constant complaining about how much work assessment brought to the teaching faculties plate- we live it, tabulate it, write it down, revise it and make it work. Every year we get better and better because that is what we do. We look up and there they are adding academic administrative lines and their secretaries because that is best practice. Professional faculty want their union to stand up for all members. Our work load has increased each year yet no one is talking about salary inversion for professional staff. As one person put it- "if I were to quit my job, apply for it and get it, my starting salary would be more than my current salary. When is our union going to do something to help the hard working Professionals on this campus?" "When are they going to start asking some questions at Labor- Management meetings that speak to these issues?"

The issue of Compensation for time worked beyond the professional obligation came up. It seems there are professionals who are either told there is no such thing as comp time, or have no clear understanding of how to use it. This is one area where we can address the issue through workshops and talks at Labor- Management meetings. It is clear that we must take care of this problem moving forward, and we will.

There is an expressed concern that we as a union need to start taking care of all our members. Start looking at issues like salary/rank/ longevity and equity across the professions. It is apparent from the current salary and equity study done by the administration at the request of the Union that until the Union starts making a case for an equity study or salary study, no one is going to do it. Once again, the large group did not begrudge the teaching faculty their raises, they just thought it was very disheartening that the professionals were left out of the conversation, leaving them to go begging "please sir, may I have another."

I would like to thank everyone who came to the meeting for their candor and comments. I will be hosting another meeting in the future to hear from the 35 or so people who did not get a chance to voice their opinion. I will be more proactive in asking the professional faculty if there are any issues they would like their union to work on. To address the concern that they would like to see more articles concerning professional faculty in this publication, I am inviting anyone and everyone to submit articles to me.

We are also scheduling workshops for professionals to address some of the issues brought to us.

Wed., Mar. 19 – Professional Obligation and Your Compensation: Comp Time, Extra Service, On-Call, Re-Call, and More

Mon., Apr. 14 – Performance Programs and How to Use Them to Your Advantage: Permanent Appointment, Salary Increases, and Promotions

Tue., May 13 – Salary Equity for Professionals: How to Achieve it at Oneonta



Super-Adjunct "At The Conference" by Matthew Henry Hall

Miraculously, Super-Adjunct gets funding to drive his truck/home to a nearby city and attend an academic conference.

I'm pysched! It's been years since I slept indoors!

On arriving, Super-Adjunct finds the conference schedule somewhat lacking.

Is this right? Are there really only 2 workshops specifically geared for adjuncts?

No, there's only 1 now. That one's been canceled.

During an ice-breaker, Super-Adjunct begins to feel very much alone.

I'm a full professor at Harvard.

I'm a dean from Brandeis.

I just got tenure at Dartmouth.

I'm an adjunct from Goose-Egg U.

But even when Super-Adjunct spots some other adjuncts, they deny him.

Hey! I know you guys! You were adjuncts last semester at

Shhhh. We don't want anyone to know.

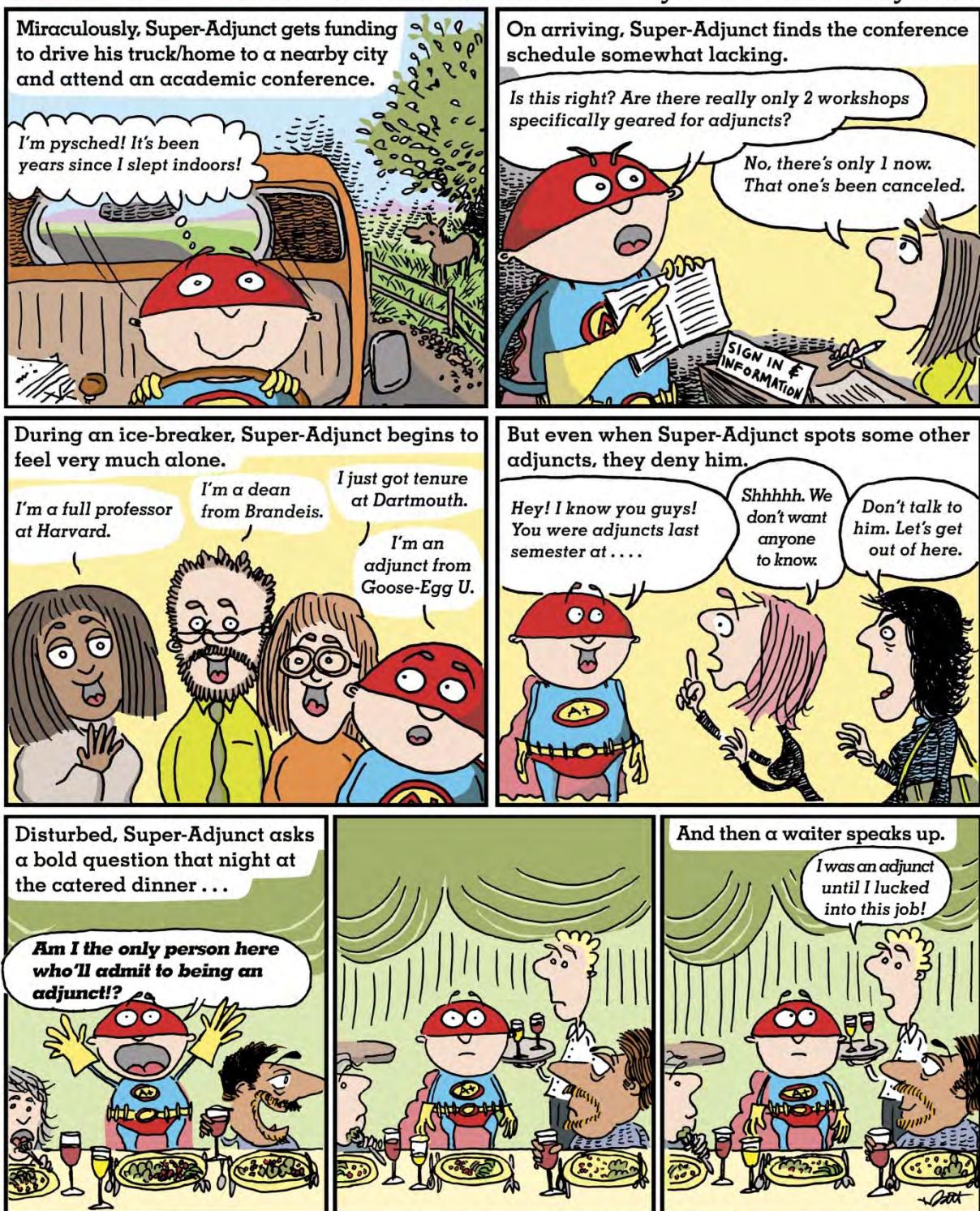
Don't talk to him. Let's get out of here.

Disturbed, Super-Adjunct asks a bold question that night at the catered dinner ...

Am I the only person here who'll admit to being an adjunct!?

And then a waiter speaks up.

I was an adjunct until I lucked into this job!



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Contingent Concerns Officer J McDermott

Never “just a contingent”

I was asked last week at the winter Delegate Assembly “What does it mean to be a contingent, anyway?” One dictionary entry for *contingent* reads “*Fortuitous; dependent upon the possible occurrence of a future event, the existence of which is not assured*”, another reads “*adj. possible, but not certain.*” In other words, it’s important to remember: I am not contingent, only my condition of employment is contingent. I, like all adjuncts and other contract employees at SUNY, have only a contract of a short but certain length to determine my working status. Our *employment*, not our *identity*, is contingent, dependent on the possible occurrence of a future event, the contract renewal. The termination of that contract can come at any time, for any reason. As a part-time employee, I am guaranteed by the union contract not security of employment, but only six weeks notice before termination. Unfortunately, that uncertainty remains, no matter how many times our contracts are renewed. This is why many of us are... touchy when we hear ourselves described as “contingents”, especially when what is meant “just a contingent”.



For many of us, it is our second status as *union* employees that gives us some hope and some respect. But what does that mean, being a “union member”. It means we are not alone. It means we have benefits and protections under a contract. It means we can and must be active, participating members of a union that acts for our interests. It means having health insurance. It means having access to professional development. It means having a voice in our contract, and a vote in its ratification. It means being part of something that’s bigger than our job, bigger than our place of employment. It means being part of UUP, of NYSUT, of AFT.

It means being part of a public union movement that is stronger in New York than almost anywhere else in this country. It means that we are never *just a contingent* when we are part of a union that recognizes our service, our needs, and our vulnerability. If you are part of the reality that is higher education contingent employment, membership in UUP means you are part of an effort to resist the economic and political forces that have created and continue to exploit our status. Whether your membership in the union is as a contingent employee or a full time tenure track employee, whether you are academic or professional, whether you are at a university health center or at a regional college, there is truth to the saying “the union makes us strong.” If you are a member of UUP, then your work in solidarity makes the union stronger.

But please remember: unionism neither begins nor ends with a dues payment. A union worker stands with all the brothers and sisters in that union, works with them, argues with them, demands things from them, and gives much to them. That’s why that question at the DA was only part of a larger discussion, a comfortable one among friends, one that as it evolved helped me evolve in my understanding of “contingent”, an understanding that grows out of the rest of that definition: “*a future event, the existence of which is not assured.*” Higher education may have taken up the ‘business model’ of contingent employment, but there is no guarantee that its future is assured.



An American Story: The Robles Family's Bronx Tale

Diversity Program

Tuesday, March 4th at Noon, Morris Complex – Le Café
SUNY College at Oneonta

All members of the College and Greater Oneonta communities are invited to a special UUP diversity event highlighting an inspirational American Story on Tuesday, March 4, 2014, at Noon, in Le Café, Morris, SUNY Oneonta. UUP will provide a complimentary lunch. Dr. Yaser Robles, Africana & Latino Studies and UUP Membership Director, is the coordinator of this diversity program.



Dr. Juan Robles will be speaking about his family and his own long journey from a farm in Central America to New York City. Dr. Robles lived on a farm in Honduras with his parents and 4 siblings; to become a doctor was his unrealistic dream! Dr. Robles was 13 at the time and then attended one of the worst high schools in the country, named South Bronx High School. Despite many obstacles, Dr. Robles excelled in his academic work and became the only student in the history of SBHS to ever attend Cornell University. After graduating from Cornell, Dr. Robles taught Biology at a local public high school in the South Bronx and volunteered in a free local clinic. Dr. Robles completed a Master's Degree at New York University (NYU). From there he attended Albert Einstein Medical School in the Bronx. At graduation, he received 2 prestigious awards: (1) The Gold Humanism Award and (2) The Dr. Isadore Rossman Memorial Award for Commitment to Community Health Care. Dr. Robles is currently a 3rd year resident at Montefiore Medical Center in the Residency Program for Social Medicine-Family Medicine. He is providing the most needed medical care for families who like his own did not have health care access and opportunities. He is a role model for other children of the South Bronx and a true testament that, despite the many socioeconomic adversities in high need communities like the South Bronx, the American Dream is possible. His journey was featured recently on a national NBC-TV program hosted by Brian Williams.

edTPA: NY's new high-stakes teacher certification requirement has dire consequences for students and SUNY programs

What is edTPA?

The edTPA is a new high-stakes certification requirement for student teachers developed by the Stanford Center for Assessment, Learning and Equity (SCALE). The edTPA is a complex performance assessment with multiple components that include controversial videotaping in K-12 classrooms. Students in teacher preparation programs who plan to graduate in Spring 2014 must pass the edTPA to receive teaching certification in New York state.

Why are educators concerned?

The State Education Department (SED) has refused to push back its May 2014 edTPA implementation date, even though educators have not had enough time to modify their curricula and adequately prepare students to successfully complete the edTPA. SED predicts that up to 40 percent of graduating seniors will fail the edTPA and be denied teaching certification. SED has refused to listen to educators' concerns about the edTPA's validity as a predictor of teaching excellence.

College students and teacher prep programs have been set up for failure!

CALL To ACTioN!

UUP agrees that there should be a rigorous evaluation of student teachers before they are certified to teach in New York. However, we do not believe that the edTPA provides an accurate evaluation of our student teachers. UUP has a **seven-point action plan** to press for changes in the edTPA. UUP urges SUNY, the Board of Regents, school boards and the Legislature to demand that SED **remove the edTPA as a requirement for teacher certification**. SED needs to develop a **new edTPA implementation plan** to ensure that students who have invested in their college education, successfully completed their teacher preparation program, and been sanctioned by experienced educators as prepared to enter the teaching profession are not unfairly denied teaching certification.

Recommended Actions

Apply the edTPA for program completion only and eliminate it as a requirement for teacher certification.

SED's implementation of the edTPA is inconsistent with its use in other states, and disadvantages our students relative to national patterns of education reform. New York is one of only two states that have made edTPA a high-stakes certification requirement. Other states are introducing edTPA with caution to assess its effectiveness, validity, and reliability. Washington state is also using edTPA as a highstakes certification requirement, but has set a lower passing score than New York has. In this way, New York has distinguished itself as the state that is implementing the edTPA in the most unreasonable and educationally unsound manner. New York's rush to make the edTPA a certification requirement has put our students at risk for unwarranted and unreasonable failure. SED is implementing the edTPA with an acknowledged failure rate that could be as high as 40 percent. One SUNY campus reported a 50 percent failure rate for students who completed student teaching in the Fall 2013 semester. Many students who meet qualified educators' standards of excellence and complete their college degrees will be denied certification in New York because of SED's poor planning and implementation of the edTPA. Highly qualified and capable individuals could be denied certification because they did not have adequate time and training to prepare for the edTPA. This will have devastating personal consequences for a cohort of students caught in a poorly planned and executed experiment. It could also have serious consequences for college programs and institutions that will be held accountable for student failures caused by a dysfunctional situation created by SED.

Require SED to address questions about the validity and reliability of edTPA as a teaching excellence predictor.

National validity and reliability studies that support the use of the edTPA are not applicable to New York's specific implementation of the assessment, despite SED's claims.

Unlike other states, New York's edTPA requires four tasks instead of three for elementary education students. This fourth task (the math assessment "sidecar" task) makes national edTPA reliability studies inapplicable in New York; those field trials required only three tasks. SED continues to assert that national validity and reliability studies apply to New York, which is methodologically unsound.

edTPA (continued)

There are serious questions about the ***predictive validity*** of edTPA. There is no research to support claims that the edTPA identifies quality teachers any better than existing certification requirements do. Predictive validity has not yet been established. The edTPA is not fully developed and has not been adequately implemented or tested for validity and reliability in New York. High projected failure rates are likely over the next two years, since teacher preparation programs are not equipped to fully prepare students for this new assessment. Performance data from a student population that has not been educationally prepared for the edTPA are not valid. Publication of invalid data to be used to “rate” teacher preparation programs will inaccurately portray those programs and the institutions that house them. Teacher educators haven’t had enough time to make necessary changes to programs to adequately prepare students for the edTPA. Given the circumstances, it is not possible for teachers to prepare students to successfully complete the edTPA until at least June 2015.

Extending the timeline would give faculty the time they need to align courses with the new assessments, integrate new content into programs, and assess the validity and reliability of the edTPA in view of all tasks required by the state. Due to its accelerated implementation timeline, SED failed to make edTPA assessment criteria available to teacher educators in a timely fashion.

The criteria were also unclear in some cases. Curricular modification should begin as early as the sophomore year for effective edTPA use, but this has not been possible in New York. Pilot studies by colleges nationwide caution against introducing edTPA skills and language for the first time in a student teaching semester, yet this is occurring at our campuses.

Tasks to be accomplished during the extension include:

- Collaborate with P-12 to ensure adequate student teacher placements for edTPA administration;
- Obtain guidance from SCALE on **All** components of edTPA;
- Assess/apply field study data to fully develop the edTPA;
- Ensure that necessary elements of edTPA are appropriately embedded in college methods courses;
- Ensure that college programs have adequate resources to implement edTPA;
- Ensure that faculty members are adequately trained to implement edTPA; and
- Investigate the possible inappropriate overlap between college program and edTPA certification requirements.

Update state student teaching regulations to align with the Regents Reform Agenda.

The edTPA does not align with state regulations requiring two seven-week student teacher placements. Students subjected to the edTPA will be assessed within two to three weeks of entering their first placement; this accelerated schedule is necessary so students can submit the edTPA and receive results from Pearson, Inc.—which designs and owns the edTPA delivery system—before graduation. Students will be assessed on their teacher training before they have completed that training. SCALE recommends the edTPA be taken at the end of teacher training—not before the bulk of that training occurs. Subjecting our students to this assessment before completing teacher training is absurd. The edTPA cannot be a valid measure of students’ teaching ability under the state’s current student teaching structure.

Eliminate SED’s recently adopted student teaching waiver.

Teacher prep programs should have the flexibility to let students complete student teaching in one semester-long placement instead of two seven-week placements without going through a complicated waiver process—until state regulations have been revised to accommodate education reforms such as the edTPA. This will help address a student teacher placements shortage that has developed due to poorly planned and implemented changes in P-12 and college level education programs.

Address possible inappropriate infringement on college curriculum by private corporations.

The for-profit Pearson, Inc. is embedded in the development and implementation of the edTPA, and will profit from it. Students pay \$300 to take the edTPA (\$100 per test section). They must pass each section and pay \$100 to retake each part they fail. Since the edTPA requires modifications to college curricula, serious questions about the boundaries between college programs and certification requirements have yet to be addressed.

Protect the mission of New York’s public higher education system.

Reform and Resistance in NY's Public Schools

By Ken Sider

[Ken Sider is a 26-year veteran of NY's public schools, a member of Oneonta Area for Public Education, long-time SUNY Oneonta adjunct instructor, and, thanks to UUP's SUNY tuition waiver program, is currently writing his doctoral dissertation in the University at Albany's School of Education.]

On January 18, concerned parents, teachers, and friends and families of public schools from Oneonta, Binghamton, Utica, and Albany braved a heavy snowstorm in order to attend the Oneonta Area for Public Education's most recent educational forum at the Oneonta High School auditorium. This event, titled "Public Education Now: Reform and Resistance in New York State," was part of a statewide series and featured three speakers whose voices represent public school administrators of our state.

The highlight of this event was the keynote speech delivered by Dr. Carol Burris, principal of South Side High School in Rockville Centre, N.Y. Burris is the 2013 N.Y.S. Principal of the Year (for the second time), a Washington Post contributor, the author of three books on educational equity and numerous journal articles, a Fellow of the National Education Policy Center, and a nationally recognized education critic featured recently on Fox's *Mike Huckabee* show. In her address, Burris critiqued the New York State Education Department's (NYSED) data to illuminate the faulty and manipulated statistics that undergird the current reform movement in New York's public schools. Burris's concerns included standards developed by testing companies without educators, developmentally inappropriate expectations (particularly in K-2), a skills based approach that discourages fiction and full-text reading (opting instead for excerpted passages), an emphasis on close reading without the use of background knowledge, scripted modules, standardized testing in K-2, the "all at once" phase in of severe pedagogical changes, a backward curricular design that values meeting the demands of a test over a child's learning, and the incredible profitability to corporate educational testing firms designing and driving New York's educational reform model. Burris's keynote address is available as an edcreations (video) at: <http://www.edcreations.com/lesson/view/test-driven-reform-and-the-common-core/15921151/?s=oVZYlr&ref=appemail>

Frank Sutliff, an educator of thirty years, is the principal of West Canada Valley Junior-Senior High School. Sutliff attended this event and spoke in his role as president of the State Administrators Association of New York State (SAANYS). With twenty-five years as a school administrator, Sutliff has seen many changes from NYSED over the years, but the recent Regents Reform Agenda's initiatives have him puzzled and angered. In his comments, he expressed frustration and anguish over the destructive effects Race to the Top and Common Core policies are having on students and teachers. "Learning and motivating children to develop to their full potential is the core art of teaching," he stated, but now our schools are driven by high-stakes testing programs designed not by educators, but by testing corporations. Sutliff emphasized a critical point that should have every parent alarmed: the InBloom data system. Sutliff explained how New York has contracted to have "students' confidential information stored by private companies in the cloud. In fact, this data system is so concerning that some districts are returning Race to the Top funds in an attempt to not have their children's private data stored in this way." These data include course grades, test scores, special education information, attendance records, parent information, student discipline records, and personal information about a family's income. Sutliff's speech can be read at <http://dianeravitch.net/2014/01/30/a-veteran-principal-eloquently-denounces-common-core-and-race-to-the-top/>

Tim Farley, principal of Ichabod Crane Elementary and Middle School, has been an outspoken critic of the Regents Reform Agenda. He has testified before the New York State Senate and Assembly on topics such as the Common Core, InBloom, and the annual professional performance review (APPR). In his address, Farley spoke at length about a parent's right to have her/his children "opt-out" of New York State testing. This could include the K-12 pre-testing in September, K-12 post-testing in April, and annual content area testing in grades 3-8. More important than the testing issue, Farley suggested, is the degree to which public school classrooms are becoming test preparation centers with instruction focused on improving test scores. In his role as principal, Farley endeavors to protect his students and teachers from the stress of such a system, but he is the exception. Like teachers, most principals are intimidated by the downward pressure from NYSED, boards of education, and superintendents to raise test scores. Farley introduced

Reform and Resistance in NY's Public Schools (continued)

his friend, neighbor, and congressman from the U.S. House of Representatives, Chris Gibson (Ph.D.). Gibson spoke at length about his concerns with Common Core, Race to the Top funding, and the dangers of an educational system so reliant on excessive high-stakes testing. In fact, as Gibson shared, he "opts-out" his own children.

Also in attendance were New York Assembly members Peter Lopez and Clifford Crouch, and New York Senator James Seward. All three legislators spoke in support of stopping NYSED's continuation of these programs and giving NYSED, school districts, and parents time to better understand what is expected and why. As each legislator spoke, he urged us to keep the pressure on NYSED, the Board of Regents, and Governor Cuomo. We should heed their call for support, and in the process remind our state legislators that we need them to not merely speak out locally, but to take action in Albany to reverse the destructive changes in New York's public schools.

These issues affect UUP members, their children, and their families. The Oneonta community needs to continue to grow our grassroots movement in order to effect change in our public school. The Oneonta Area for Public Education is one of forty-five statewide groups that work together with tens of thousands of parents under the larger group New York State Allies for Public Education. Please support our public schools by joining the Oneonta Area for Public Education on Facebook or go to oa4pe.wordpress.com.

This event was co-sponsored by NYSUT, the Sherburne-Earlville Teachers Association, and the Oneonta Teachers Association.



UUP Labor-Management Meeting Notes: Monday, January 13, 2014

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

For UUP: President Bill Simons and Rob Compton, Vice President for Academics

The meeting convened at 2:45 PM.

Management and UUP discussed progress as well as extant issues related to salary adjustments and equity for Faculty (fulltime and adjunct) and Professionals.

Management and UUP conferred about past DSI and present DSA discretionary procedures. UUP affirmed its support for across-the-board discretionary awards.

UUP and Management also discussed approaches and philosophies pertaining to Open SUNY and *START-UP New York*. UUP conveyed its reservations about the logic and impact of *Open SUNY* and *START-UP New York* for the College and SUNY as a whole.

Meeting adjourned at 4:15 PM.

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 <http://www.oneontauup.org/>

Norm Payne is the UUP Oneonta Web Master.

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

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

The Delegate Assembly and Legislative Outreach: Saving SUNY

Much of the Sunday, February 2-Tuesday, February 4, 2014, UUP Winter Delegate Assembly (DA) in Albany concerned advocating for SUNY with the New York State Legislature. Important committee meetings and internal union business also figured prominently at the DA. Kyle Britton, Rob Compton, Glenn Pichardo, Loraine Tyler, Rich Tyler, Janet Frankl, Fred Miller, Nancy Cannon, J McDermott, Chris Bulson, Joe Baldwin, and Bill Simons staffed Oneonta's dedicated DA delegation.

State UUP President Fred Kowal delivered a strong keynote address. Fred told hard truths, calling Governor Andrew Cuomo fiscal plan a budget without vision. The Governor's budget does not adequately address declining public support for SUNY, mounting student debt, rising tuition, and adjuncts denied a pathway to fulltime employment. Cuomo's misnamed Start Up New York invites profiteering. President Kowal announced that UUP has recently filed seven class action grievances to protect SUNY. We must, Fred emphasized, save Brooklyn's hospital and medical school: what happens at Brooklyn impacts all of us. SUNY has been under attack for far too long.

The DA provided detailed training that prepared us well for the many meetings that ensued with members of the State Senate and Assembly. Core elements of the UUP legislative agenda follow:

Governor Cuomo's budget proposes a flat budget for SUNY's state-operated campuses. It is imperative that New York increase its operating budget for SUNY. In the late 1990s, 75 percent of SUNY's operating budget came from state support. The figure is now 25 percent, which is increasing student debt and adding undue stress on students.

In this economic climate, it is critical that SUNY's Educational Opportunity Program (EOP) and Educational Opportunity Centers (EOCs) enlarge access for those low-income New Yorkers who need extra preparation to excel in higher education. We must not let the talents of those who strive wither.

We need the passage of legislation that expands the definition of "state agency" under the Freedom of Information Law (FOIL) to include the SUNY/CUNY Research Foundations. SUNY's research and campus foundations employ many highly-paid administrators, yet their board meetings are closed to the public. Passage of this legislation will result in greater accountability and transparency.

UUP believes that faculty must have a role in curriculum design, and that state Education Law must be strengthened to solidify faculty's role in academic planning. Ensuring that SUNY and CUNY's Boards of Trustees follow the same rule-making standards as other state agencies will allow UUP and other interested parties to become aware of proposed changes, provide input on those changes and forward alternatives when appropriate.

UUP is carrying the message to the Legislature about proposals to deconstruct SUNY. UUP states unequivocally that Seamless Transfer, Open SUNY, and Start UP New York threaten SUNY with downsizing and privatization.



Left to right:, Loraine Tyler, Rich Tyler, Bill Simons, Kyle Britton and Fred Miller ready for legislative meetings

The Delegate Assembly and Legislative Outreach: Saving SUNY (continued)

The New York State Education Department (SED) has issued new requirements for college teacher preparation programs. The edTPA is a complex student teacher performance assessment being applied to education majors who plan to graduate in Spring 2014. UUP, along with NYSUT, is asking for support to remove the high-stakes certification requirement of the edTPA.

SUNY's hospitals and health science centers must be adequately funded and preserved as full-service public institutions. UUP is committed to the continuance of SUNY Downstate Medical Center and other SUNY hospitals and medical centers as state-operated facilities. These institutions make accessible quality health care to New Yorkers regardless of their ability to pay. Moreover, SUNY's medical schools deliver quality and affordable medical education, and these programs yield most of our state's primary care physicians and health care specialists. UUP is asking for support in stopping the privatization of New York's public hospitals.

UUP is fighting for legislation to establish adjunct faculty access to unemployment benefits as do workers in other fields who have periodic and irregular hours.

UUP advocates legislation to allow a civil cause of action for employees who are subjected to an abusive work environment. Too many workers endure bullying, abuse, and harassment.

UUP also supports:

- * a fair living wage for all New Yorkers
- * health care for all New Yorkers
- * the "Women's Equality Act"
- * capital funding to repair, maintain and enhance SUNY's infrastructure



Oneonta Professional Delegate Kyle Britton, left, and State UUP President Fred Kowal

VOTE-COPE! Support Public Higher Education

By Kyle Britton, Director, VOTE-COPE, and Professional Delegate

First, I hope you and your families had a wonderful Holiday season and a Happy New Year!

Second, I would like to sincerely thank everyone who contributes to VOTE-COPE!

If you do not currently contribute to VOTE-COPE, please, fill out the form below and send it to the UUP Oneonta Chapter office (UUP, IRC 105). Donations as small as twenty-six dollars a year helps not just you; but all of your brothers and sisters in UUP/NYSUT, and most importantly the children of tomorrow!

YOU have the power to build on our past successes and your commanding voice needs to be heard loud and clear. What better way to support public higher education, to ensure accountability and transparency for SUNY's research and campus foundations, and to support the increase of equity and salaries for all members. Won't you join us in the fight?

Please contact me (Kyle Britton) Kyle.Britton@oneonta.edu concerning any questions about VOTE/COPE.

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

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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.

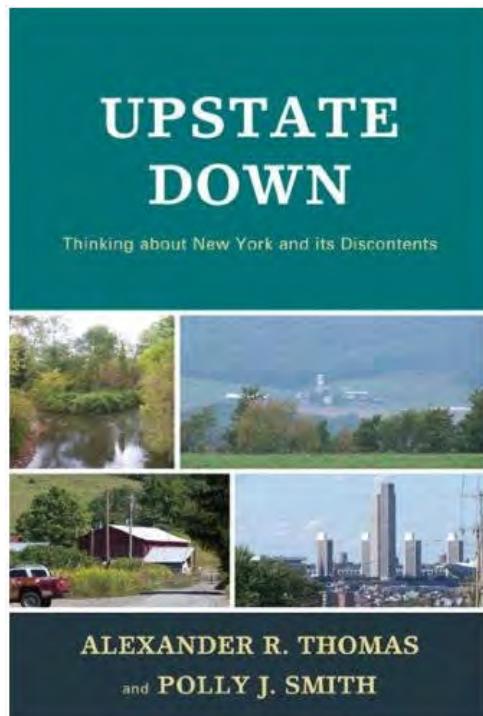
Contribution Per Pay Period (Circle One) \$1 \$2 \$5 \$10 Other \$ _____

Signature _____ Date _____

A Regional University Reaches Out

By Alex Thomas, Associate Professor, Sociology

[Editor's Note: *The Chronicle of Higher Education* recently warned that "regional public universities and smaller private colleges lacking a well-defined niche" are particularly vulnerable to impending vicissitudes. Dr. Alex Thomas, a prolific scholar, wrote a visionary multi-part series for *The Sentinel*. It is time to revisit Alex's commentaries and to give them the attention they merit. Let candid and creative dialogue begin. The commentary below originally appeared in the December 2009 issue of *The Sentinel*.]



The previous four articles have discussed the idea of Oneonta University as a regional university, with significant impact to be made on the community and the region as a whole. Adopting our strip of New York from the Mohawk to the Delaware would give us a home area to study, to develop themes and concepts with which the college could forge a new direction on which to build on the successes of the recent past. By taking cues from our own backyard, a regional university model could be replicated by other colleges in other places but never truly duplicated. In addition to tackling tough regional issues in terms of research, education, economic development, and advocacy, we could work with other regional colleges to ensure that programs essential for the functioning of a region are provided by cooperating with one another, not competing for the same (limited) set of potential students. We could perhaps even set up a regional consortium to share resources, perhaps even personnel and administrative resources, and maybe even joint programs. But despite whatever progress such an idea may bring, it also risks a major problem: parochialism.

Regional does not have to mean parochial. Oneonta is a town with a history of industry and the railroad, two facts arising from its location in the hinterlands of one of the largest cities on earth. Nestled in the mountains, it is tempting to think of the town as the "middle of nowhere," but it is not.

There are over 2.5 million people within a two hour drive, four hours takes you to New York, Philadelphia, and Boston – those three metropolitan areas contain over ten percent of the U. S. population. That means that the conditions found here are heavily influenced by our proximity to and membership in a larger system of urban places. Besides research and education about the issues that affect this region, such as urban sprawl and environmental degradation, manufacturing decline and urban decay, and threats to wildlife and people, it behooves us to seek out other regions of the world with similar conditions and reach out to sister institutions in those places.

Bath is a city in England about 100 miles west of London. With over 80 thousand residents, the city is considerably larger than Oneonta, but, nevertheless, it is home to two universities and a considerable tourism economy. One of those universities is Bath Spa University, a relatively recent addition to the British higher education system. The city lies at the bottom of the Avon Valley and is surrounded by hills, giving the city a rather mountainous character in its outer neighborhoods – a city of the hills, so to speak. Admittedly, only ten miles from bath is Bristol, and the superior rail system found in the UK makes Bath a city better connected with its global city than Oneonta is to New York – our country roads and non-existent rail make Oneonta seem further from the city than we really are. Nevertheless, Bath may be a good city and a good university to reach out to in the future as they are similar to Oneonta in some important ways. Now, picture what a more concerted research effort than a few minutes on Google Earth and Wikipedia could produce. There are other places in the world with similar geographic and political-economic positions as Oneonta, and Oneonta University should find them.

For instance, New York and London are widely considered the two most important global cities for the functioning of the global economy (read anything by Saskia Sassen, for instance), but they are not the only global cities, and as such Oneonta and Bath are not the only potential sister cities. In Japan, the University of Shizuoka is either a few hours from Tokyo (by train) or an hour from Tokyo (by really fast train). A city of over 700 thousand people, it is (much) (much much) bigger than Oneonta, but has a relationship with the even larger global city of Tokyo. Somewhere a few hours

A Regional University Reaches Out (continued)

from Berlin is a university in a setting like ours, and outside of Seoul, and outside of Melbourne, and outside of Mumbai. And in some places, a study of the hinterland may bring one to Tel Aviv, or Nairobi, or two hours north of Hong Kong.

Regional implies a focus on the local, but it does not have to be parochial. The region is a lens on global issues, a criterion for finding similar institutions in similar places in a vastly different cultural context and part of the world. It is a call to compare the conditions of people in similar niches across the planet. Here in the Catskills, the soils for agriculture and the proximity of “markets” for manufactured goods and the spread of the suburbs and the condition of the environment (and on and on and on) are all interconnected. Indeed, the cycle of development, from the region being a hinterland for trapping furs for export back to Holland, to the evolution of a nineteenth century’s high technology corridor to our north, to the contraction of the late twentieth century, is a cycle that very likely looks similar (but not the same) in the hinterlands of other global cities. We are uniquely placed to understand our own region, and it would help to understand others as well. Let’s go global by going regional!



UUP Joint Labor-Management Grants

Links below provide information concerning three UUP Joint Labor-Management Grants

*** Dr. Nuala McGann Drescher Leave Program Application Deadline**

The Dr. Nuala McGann Drescher Affirmative Action/Diversity Leave Program enhances employment opportunities for people who are preparing for permanent or continuing appointments with preference given to minorities, women, employees with disabilities, or an employee with military status. The Affirmative Action/Diversity Committee seeks to promote a broad diversity of award recipients. The types of support available include: payment of employee's regular salary by the campus; salary for a replacement; and other related expenses for research or study with a justification. Applications for Fall 2014 Dr. Nuala McGann Drescher Leaves must be received by March 3, 2014. We anticipate that notification of awards will be sent in mid-April so that campuses will have time to plan for replacements for those who have been awarded leaves for the fall semester. Please alert applicants to read the program guidelines because there have been some minor changes. Chief among them is the requirement that applicants commit to returning to campus after the leave in accordance with the SUNY Board of Trustees policy on sabbatical leaves. To access the program guidelines go to: <http://nysuup.lmc.ny.gov/diversity/drescher.html> .

*** Campus Mentoring Programs**

Funding for campuses to create or expand programs to mentor new Academic and/or Professional employees is available through the Campus Grants Committee. Suggestions for such programs may be found at <http://nysuup.lmc.ny.gov/mentoring.html> but campuses are encouraged to develop programs that are tailored to their campus' specific needs.

*** Online Self-Study and Instructor Lead courses**

A series of courses is available to employees who would like to further their professional development. A summary of these self-study and instructor lead courses may be accessed at <http://nysuup.lmc.ny.gov/online.html> .

Join UUP: Strength in Solidarity



Are You a Member?

CHECK PAY STUB TO MAKE SURE

In order to be a member of the union, your paycheck **must** say "UUP Member." If it says "UUP Agency Fee," then you are included in the Professional Services Negotiating Unit, but are *not* a member of the union.

UUP Membership Entitles You To:

- Vote on collective bargaining agreement
 - Hold union office
 - Attend union meetings
 - Elect union leaders on your campus and choose your representatives at the state and national levels
 - Maintain UUP membership after retirement and be eligible for benefit programs
 - Upon separation of service, obtain Associate Membership with NYSUT and be eligible for benefit programs

Please contact your chapter officers for a membership card.

Who can become a member of the UUP?

To be eligible to join UUP, one must be an employee of the State University of New York and belong to the Professional Services Negotiation Unit (PSNU, also called the 08 Bargaining Unit).

I am on the faculty at Oneonta/ part of the professional staff / a librarian , so I am automatically a member of UUP, right?

No. By legislative action, UUP has “agency fee,” meaning that all individuals who are classified as being members of the “Professional Services Negotiating Unit” pay a fee to the union if they are not actually members. The fee is equal to the dues charged UUP members, because Fee Payers receive many services from the union even though they are not members. Nonetheless, unless one signs and returns a membership application form to UUP Central, one cannot vote in UUP elections, run for office within UUP or participate fully in UUP policy making. In short, if you don’t sign the card, you are not a member of UUP.

What do I need to do in order to join?

You can obtain a membership application by contacting the UUP Oneonta Chapter Office, and leaving a phone message at 436-2135 or by emailing Oneonta@UUPmail.org. You may also download the Membership Application (in PDF Format) from the UUP Central website, www.uupinfo.org by clicking "Welcome/Join," and "How to Join UUP?" The form may be completed, SIGNED, and mailed to UUP, PO Box 15143, Albany, NY 12212-5143.

UUP's Third Annual Martin Luther King, Jr. Program



Dr. Martin Luther King, Jr.

UUP Oneonta and the Department of Africana & Latino Studies co-sponsored labor's third annual Martin Luther King, Jr. Day program on January 20, 2014, at Noon in Le Café, Morris Hall. A capacity crowd of nearly 70 included College and Community members. Attendees gathered to honor Dr. King's life and legacy. A communal meal preceded the presentation.

Dr. Nithya Iyer, UUP Affirmative Action Officer and Associate Professor, Educational Psychology, Counseling, and Special Education, spoke the following words in welcome:

Thank you for joining us for the Third Annual UUP Martin Luther King, Jr. Program. The King Holiday should highlight remembrance and celebration and should encourage people everywhere to reflect on the principles of nonviolent social change and racial equality as espoused by Martin Luther King, Jr. It should be a day of community and humanitarian service, and interracial cooperation.

The late Coretta Scott King, Dr. King's wife and partner and the Founding President of the Martin Luther King, Jr., Center for Nonviolent Social Change, eloquently explained our purpose in celebrating Dr. King's legacy:

"As a nation chooses its heroes and heroines, a nation interprets its history and shapes its destiny. The commemoration of the life and work of Martin Luther King, Jr. can help America realize its true destiny as the global model for democracy, economic and social justice, and as the first nonviolent society in human history."

After a brief film on Dr. King, UUP President Bill Simons provided the program introduction:

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 made clear that assertions of racial justice remain hollow 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 sought human solidarity.

Rooted in non-violent civil disobedience, Dr. King and a generation of activists piqued a nation's conscience. The Civil Rights Act 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 that 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."*

UUP's Third Annual Martin Luther King, Jr. Program (continued)

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 under-class. In 1968, Dr. King responded to the plight of workers in Memphis.

The unnecessary death of two black municipal workers in Memphis, Tennessee, due to an antiquated garbage compressor precipitated a strike of that city's sanitation collectors for better conditions. 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." 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.

Forty-six years have passed since Dr. King's death. Despite great progress, the problems he spoke about — racism, poverty, labor exploitation, and war — plague us still. Dr. King's legacy is best honored by taking up his unfinished work.

Mr. Lee Fisher provided the keynote address. Mr. Fisher is the Oneonta NAACP President. He is also a longtime educator, coach, and leader. With eloquence and authenticity, Mr. Fisher discussed "The Legacy of Dr. King in Oneonta: Past, Present, and Future." Despite the historic progress inspired by Dr. King and other courageous civil rights activists, Mr. Fisher reminded the audience that much remains to be done: "It is not over. We as individuals have to go and get it done...we do not yet have the country he (Dr. King) helped all of us dream of." He discussed triumphs and setbacks in the long struggle for racial equality. Mr. Fisher linked national and local phenomena, examining job and housing discrimination, Oneonta's 1992 "Blacklist," and racial profiling. The audience was greatly moved by Mr. Fisher's remarks.



Lee Fisher at the podium

Dr. Rob. Compton, UUP Vice President for Academics and Chair, Africana & Latino Studies, moderated the discussion that followed.



speaker and audience



NAACP leaders Joanne and Lee Fisher

East Meets West: The Great Convergence in Higher Education

By Mark Ferrara, Associate Professor, English Department, and UUP Member

[**Editor's Note:** This commentary is republished with permission of the author. From: Mark Ferrara, "East Meets West: The Great Convergence in Higher Education," [Ask My Professor: A Grassroots Approach to the Crisis in Higher Education](#). The [Ask My Professor website](#) is dedicated to encouraging students and their parents to ask one simple question of professors and administrators as they chose a college or university: "How many faculty at this institution are adjunct, full-time instructors and lecturers, or tenured and tenure-track members?" The on-line version of the commentary, in its entirety, is on the website at <http://askmyprofessor.org/when-east-meets-west/>, and it provides links to the sources referenced in the article.]

In "The Ballad of East and West" (1889), Rudyard Kipling declares:

"East is East, and West is West, and never the twain shall meet
Till Earth and Sky stand presently at God's great Judgment Seat;"

A British citizen born in India, Kipling witnessed firsthand what must have seemed like an unbridgeable chasm between the oriental and the occidental. A conservative defender of the British Empire and its ruling class at the close of the nineteenth century, Kipling's assertion would have been hard to accept, had he not continued:

"But there is neither East nor West, Border, nor Breed, nor Birth,
When two strong men stand face to face,
tho' they come from the ends of the earth!"

More than a decade into the twenty-first century, we find something prescient in the last three lines of this five-line stanza. Kipling's British Empire is no more, but its former colony, the United States, now boasts the largest economy in the world with a GDP estimated at [16.2 trillion in 2013](#). China claims the number two spot at 9 trillion in GDP.

Indeed, two "strong men" from the "ends of the earth" now stand face to face. The erosion of geographical borders, of ethnic distinctions, and of place of birth as a determining factor in one's life all speak to the positive effects of globalization that Kipling foresaw.

However, the selfsame forces that have created these two "strong men" are leading to a convergence in their models of higher education. As China looks westward for reform, colleges and universities across the United States are transforming themselves in ways that eerily resemble the authoritarian top-down governance traditionally associated with their East Asian counterparts. We might call this phenomenon the "Confucianization" of American higher education.

Learning in late Imperial China was grounded in the teachings of the sage [Confucius](#), who in the sixth century BCE espoused a complex moral philosophy that later formed the basis of the civil service examinations, which took root in the Tang dynasty (618–907) and continued until their abolition in 1905 at the end of the Qing dynasty.

Essentially a humanistic tradition, Confucianism emphasized self-cultivation and life-long learning that led one to practice the golden rule and adhere to the rules of propriety. It took for its central canon a set of texts known as the [Four Books and Five Classics](#), which included works of poetry, prose, history, didactic moral treatises, and arcane philosophies.

East Meets West: The Great Convergence in Higher Education (continued)

Unfortunately, in imperial China a massive educational bureaucracy emerged to control the content of higher education by way of the civil service examinations. As Benjamin Elman demonstrates in [Education and Society in Late Imperial China](#), the examination system that characterized Chinese higher learning, although humanistic in origin, had a sinister utilitarian focus—to provide the ruling class with officials who demonstrated ideological conformity (through their examination responses).

As a result of increasing globalization during our own time, we find ourselves at a curious historical moment when China is looking to the West for higher education reform, while colleges and universities across the United States are implementing policies that are standardizing curricula, growing administration and centralization of institutional governance, and enforcing ideological conformity through [the scandalous use of contingent faculty](#) to ensure compliance to administrative prerogatives. In other words, our system of higher education delivery is beginning to resemble the one that China is aiming to replace.

According to Leslie Stone, in [China's Higher Education Reform and Internationalization](#), traditional Chinese higher learning and Western liberal education shared many of the same attributes and goals, including a focus on the humanities. Today, China is attempting to recover that humanistic tradition. Having emphasized science and engineering for generations to provide knowledge workers for its booming economy, Chinese undergraduate education is becoming increasingly student-centered, interdisciplinary, and multidisciplinary, with more humanities content.

Yet, China's own laudable attempt to reinstitute a lost focus on the arts and humanities is threatened by the same forces of globalization that are propelling it forward. As [David Chan](#) points out, Asian nations are transforming their own national higher education institutions into international ones able to compete with other global players. Chen argues that a focus on “marketization and managerialism in higher education” is turning East Asian universities into “business enterprises” that adopt market principles and mechanisms for management (such as strategic planning, auditing mechanisms, and evaluations of teaching performances) “under the competitive tide of globalization.”

Simultaneously, institutions of higher learning in the United States are [abandoning the arts and humanities](#) programs traditionally associated with liberal learning and replacing them with an emphasis on... technical training. Moreover, the vogue of employing “best practices” by American administrators has meant increasing standardized testing and transferable curricula, a focus on vocational education and job placement, as well as the use of faux assessment tools as another means of control over the faculty by top-heavy administrations.

In this great convergence, the crucial distinctions between East and West higher education may soon be eroded. Rather than China learning education reform from the United States, as it has for the last thirty years, America may soon need to look eastward to recover its own lost tradition of humanistic learning, and ironically perhaps even the ideal of the university as a decentralized space of innovation, creativity, and pluralism.

Demand more tenure-track appointments at your college or university! Make the choice to attend an institution that invests in you by investing in the faculty!

Lima before the Conquistadores: A look at the Huaca Pucllana

By Miguel León, Associate Professor, History, and UUP Academic Delegate & Latino Concerns Committee

Although Lima, the capital of Peru, has been traditionally defined as a Spanish city, founded by Spanish conquistador Francisco Pizarro on January 18, 1535, it has been populated by different cultures for more than 4,000 years before the Spaniards arrived. It is especially this aspect of Lima that I want to highlight in this article: the coastal nature of the cultures of Pre-Hispanic Lima. In recent years, limeños (natives of lima, I included myself) are trying to recover this long history with several campaigns in which the mayor Susana Villarán and her offices together with other institutions, especially the newspaper El Comercio, one of the oldest newspapers in the Americas, have successfully promoted. The campaigns are to raise awareness about the existence and preservation of many archaeological sites, called in Peru, **huacas** (from Quechua, meaning sacred place). It is important to keep in mind that Andean civilizations never developed a writing system so the only way we can reconstruct the history of Pre-Hispanic Andes, including Lima, is through archaeological record.

According to archaeologists' reports there are fifty-four major archaeological sites (huacas) in Metropolitan Lima varying in size, period and importance. A few of these sites are very well preserved and have a permanent exhibit in situ. On my last trip to Peru, I visited several of these huacas and I was struck by the diversity of their architecture, artistic value and cultural expressions. Due to the dry climate, the preservation of the material remains of these sites is really astonishing. Archaeologists are able to find one thousand year old textiles, pottery and even wood remains of utensils!! One of these sites is called "The Huaca Pucllana", a ceremonial center located in the middle of one of the most traditionally modern middle class Lima neighborhoods, something equivalent to Brooklyn Heights or the Upper West Side for New Yorkers. In the middle of this neighborhood, a huge area of adobe pyramids and other constructions emerge. It is also important to keep in mind that the site is located three blocks from the Pacific Ocean.

The largest architectural structure is the Great Pyramid, 50 meters high and 400 meters wide, built with thousands of mud bricks vertically placed and appearing like shelved books. It has proved to be a very efficient building technique because it has survived dozens of powerful earthquakes over the course of nearly 700 hundred years. The walls were painted yellow which produced a greater brightness to the walls. Next to the Great Pyramid, there is a Plaza which was used for public ceremonies but also for administrative purposes. The priesthood class in charge of the ceremonial center also lived permanently in the site. The view of the ocean and beaches from the top of the pyramid is spectacular which provided the perfect setting for religious rituals and ceremonies. It is not difficult to understand the awe, reverence and respect that ancient Peruvians felt for this place. Their lives depended on the sea riches which provided them with abundant food but also with a constant reminder of a mighty presence (the vast ocean) and paradisiacal landscape.

The peoples who built this pyramid and the site have been named, peoples of the Lima culture. The Lima culture existed from the 200 A.D. to 700 A.D. The remains left of this culture show that they practiced complex ritual offerings associated with the cult of animals, especially sea animals and marine elements. Among the beautiful artistic expressions found are the representations and actual remains of sharks. Archaeologists have found numerous remains of sharks' teeth and fins. There is ample evidence in the site to believe that they were worshiped as divine beings and as such they functioned as intermediaries between sea and earth. Representations of shark in other coastal cultures of the world such as Benin, Hawaiian and Polynesian cultures have been documented. The coastal cultures of the Andes, such as the culture that built the Huaca Pucllana, represented sharks in ceramics and textiles. Sharks were also a source of food and have been found in offerings. Although the type of sharks found in the Huaca Pucllana are still found in the coastal areas of Lima, in our days, these animals are mainly found in sea water farther from the coast. This is probably due to the systematic depredation of the marine fauna done in recent decades by industrial fishing companies.

The existence of numerous Ancient cultures in Lima and other areas of the Peruvian coast pointed to the sea riches as a factor in the formation and development of the Andean cultures which archaeologists called the Maritime Hypothesis of the origins of the Andean Civilization. Archaeologists have found evidence of complex coastal civilizations such as the Caral Civilization as old as 2,500 B.C. which I discussed in a previous article for the *Sentinel*.

Lima before the Conquistadores: A look at the Huaca Pucllana (continued)

Years of research in the Huaca Pucllana have yielded a vast amount of information, however there are still areas that have not yet been studied. The director of the Huaca Pucllana site, archaeologist Isabel Flores believes that the next step for the Huaca Pucllana is the building of a museum at the site because according to her “we need to show to the people of Miraflores and the world the beautiful objects we have found in our excavations”

The Lima culture declined after 800 A.D. due to the invasion of the Waris, a highland empire which dominated territories in the highlands and coastal areas of Peru. The Waris destroyed certain sections of the Huaca Pucllana to make room for their residences and burials.



On the left, Eva and Carolyn posing in front the Great Pyramid of the Huaca Pucllana. On the right, a detail of the *librero* technique of construction used in the Pyramid.



On the left, a view of the pyramid and the residential buildings of the Miraflores neighborhood in the background. On the right, large pots with shark representations displayed in the exhibit.

Getting outside my head

By Neil Cunningham



[Editor's Note: This article by Neil Cunningham, currently Lecturer, Department of Communications Art and UUP member, was written during this career as a journalist. It appeared in the October 2, 1984, issue of the then named *Oneonta Daily Star*. It features the phrenology talents of Librarian Nancy Cannon, UUP Photographer and an Academic Delegate.]

Neil Cunningham (1984)

For centuries, man has wanted to know what lies in the future. So man concocted astrology, hired TV weathermen, squandered life savings on soybean futures and made Jean Dixon – and a host of other call-it-like-I-foresee-it clairvoyants – very rich.

About a century ago man devised another method to gaze into the future and tell him things about his own human nature. He called it “phrenology,” or head reading. It involves running the hands over a subject’s head and feeling the various bumps and depressions. The head is mapped out in 42 different areas, each area the centerpoint of a human condition – from love to hate to humor to seriousness. By letting his or her fingers do the walking, a phrenologist decodes an individual’s personal message.

Doctors had noticed that some patients responded when certain parts of their “domes of thought” were subjected to fingertip pressure, so they began to explore the entire network of cranial and facial bones to translate better messages about clients. It was a German physician, Franz Joseph Gall, who mapped out the skull in little behavioral compartments and began promoting phrenology.

By 1840, it was popular in America, and a chief believer was Orson Fowler, who was a builder of octagon houses. That figures, since Fowler didn’t build octagon houses for their obvious architectural beauty, but for his notion that the home best resembled the perfect form, the circle, and thus was the place to lead a perfect life.

I wonder if the builders of the Octagon Farms house below Hamden or the one at Vroman’s Nose on Route 20 in the town of Middleburgh or the beauty on Grand Street in Oneonta ever had their heads read.

I did.

Nancy Cannon, librarian at the Delaware County Historical Association, researched phrenology, then recreated a chart to follow and tried her hand at it. She read heads at a recent “Tavern Day” on museum grounds and said many people sat down for a skull session.

“I had huge lines of people and they thought it was very accurate,” she said. Then she added, tongue in cheek, “It’s very scientific.”

The technique is simple. Use the chart to locate a certain faculty, such as “alimentiveness” or appetite, then feel for a bump or depression; the larger the bump, the bigger the appetite; the deeper the depression, the lesser the appetite. I had a very large bump.

We took a fingertip trot back and forth to some of my other faculties and here’s what the bumps and dips said.

- * Inhabitiveness: A bump on this one, so I’d like to travel. I wonder if there’s a daily in Tahiti.
- * Philogenitiveness: A big bump for a great love for children. Even as I type this, the third could arrive. I love them most when someone else changes the diaper at 3 a. m.
- * Secretiveness: A good size bump. Now maybe people will believe me when I tell them they can speak off the record.

Getting outside my head (continued)

- * Constructiveness: A depression. "It's really not as bad as outright awkwardness," said Nancy. "But there's no great ability in working with tools." You should see the house I built: I thought a plumb line was a row of fruit.
- * Cautiousness: No bump. Nobody breaks their nose three times being cautious.
- * Hope: "There's almost a depression there," said Nancy.
- * Mirthfulness: A large bump. Hey, if life is all that hopeless, you might as well laugh about it.

"If I was a phrenologist back in the 19th century, I would want to make money, so I wouldn't find much wrong," said Nancy.

I never know when to tip.

But if Nancy had a chance to feel the hills and valleys of a famous person's head I wonder what the chart would tell. Honestly, Nancy, what would Ronald Reagan's head tell us? Or Fritz Mondale's?

- * Approbateness (ambition): Reagan, by all rights, should look like the Elephant Man. And now we know that Mondale's nose job was corrective, rather than cosmetic, surgery.
- * Reverence: Reagan doesn't go to church, but wants kids to pray in school. Mondale doesn't want kids to pray in school, but goes to church. Two flat spots.
- * Independent thinking: I'd have to feel the bumps on their press secretaries' heads.
- * Firmness: Nobody starred in "Helicats of the Navy" or claimed Grenada as a major military victory for lack of a bump. If it isn't there, a good makeup man will fix that. And anybody who hired Bert Lance, then unloaded him the next day, must have a dent in his head.
- * Memory: Reagan's tribute to the Boston Celtics' Dave "Cousins" and John "Hevakek" rates two dips. Mondale, who thinks the economy is in a bad way, rates a couple as well.

But keep in mind that the human skull continues to change shape until age 80, as sutures grow shut. I think my hope bump is beginning to show.

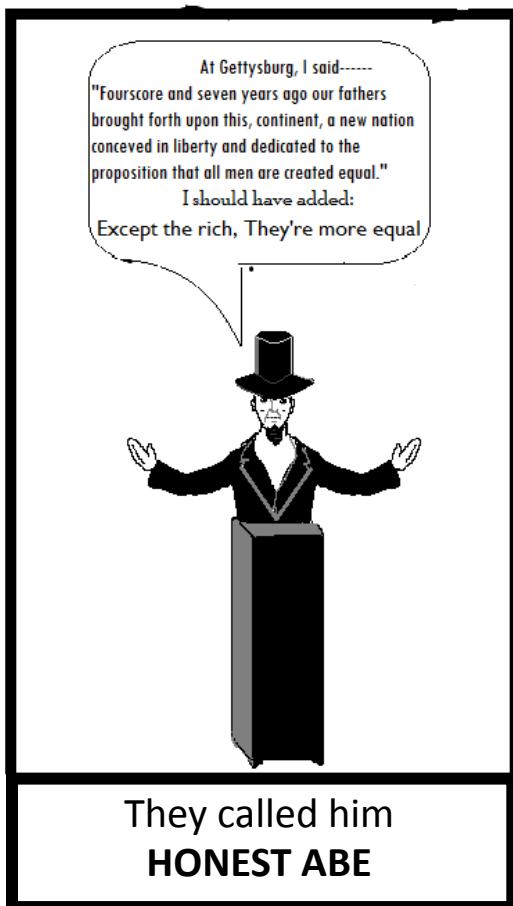


Star photo by Neil Cunningham

Nancy Cannon, librarian at the Delaware County Historical Association, demonstrates her abilities as a phrenologist on Howard Robison of Delhi.

Toon Commentary: Honest Abe

By Fred Miller, Academic Delegate



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, Le Café and the Otsego Grille brimmed with the warmth and good cheer of the season. On Saturday, January 25th, UUPers, drawn from three generations, took respite from their 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.



Winter Solidarity



the people's night

Thanks to the incomparable Loraine Tyler for organizing this special gathering.

The party was preceded by a Chapter Meeting. At the Chapter Meeting, the Winter UUP Delegate Assembly agenda received attention. Upcoming legislative outreach was also discussed.

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