



The Sentinel

UUP – Oneonta Local 2190

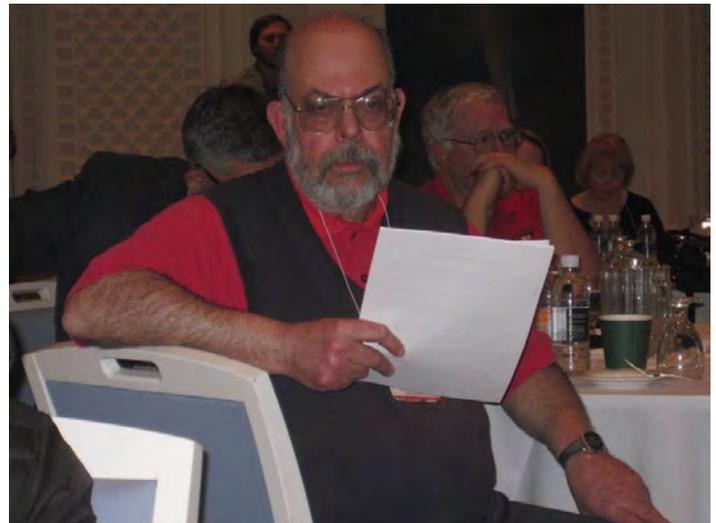
Volume 14, Number 8

April 2014

UUP Adjuncts, Part-Time Professionals, and Contingents: Serious Challenges

By Bill Simons, Chapter President

UUP Oneonta is concerned that serious and perhaps escalating challenges confront Adjuncts, Part-Time Professionals, and Contingents. Fiscal matters, enrollment management, and evolving decisions have the potential to reduce UUP employee numbers in those categories. Technology, funding, and policy, amongst other items, pose caveats. This is a time for vigilance and clarity. UUP strongly asserts that any reduction in the number of adjuncts, part-time professionals, and contingents, should come about only through attrition. Moreover, the union and its members must continue to advocate for respect, resources, and fair compensation of adjuncts, part-time professionals, and contingents. This is the concern of all of us. Division between Full-Time and Part-Time UUPers or between Academic and Professional employees will fragment us. There is strength in solidarity as was evidenced on Wednesday, March 12, at 6 PM.



Bill Simons, President, UUP Oneonta

UUP issued a call for a Wednesday, March 12, 6 PM meeting of its Adjunct, Professional, Part-Time, and Contingent employees—and their advocates. Due to the high numbers who responded, we moved from the UUP office to another room, and even that space filled to capacity. In addition, others who were precluded from attending due to schedule conflicts either emailed, phoned, or face-to-face articulated ideas and concerns both before and after the meeting.

At the March 12th gathering, it was agreed that a summary of the concerns and ideas forwarded would appear in *The Sentinel*. However, no names or identifying information about attendees would leave the room. Within a spirited and supportive atmosphere, significant issues were raised. Thus, the following items raised at the March 12th meeting take the form of summary notes rather than verbatim minutes. In addition, some of the items below were sent by email:

- Adjuncts are poorly paid
- a significant increase in the minimum adjunct salary is needed

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UUP Adjuncts, Part-Time Professionals, and Contingents: Serious Challenges (continued)

- there is gross inequity regarding salary differences between full-time and adjuncts compounded by the lack of consideration for our educational and professional background, the inequities in adjunct salaries among the various SUNY campuses, and the lack of a salary compensation adjustment policy for courses with large class sizes which we are often asked to teach
- I really do need the income
- high course evaluations, advanced degrees, and significant research do not translate to higher adjunct compensation
- adjunct performance and longevity should translate into promotions and step salary increases
- the adjunct situation is an ethical disgrace nationally
- unfortunately, there is no adjustment in salary for an employee who opts out of the medical health care program
- Adjuncts are not given sufficient opportunity to teach Summer School courses
- numbers of Adjuncts are forced for financial reasons to teach at more than one campus
- for purposes of benefits, courses that at an Adjunct teaches at multiple SUNY campuses should be calculated together
- Adjuncts lack adequate office space
- piling too many adjuncts in limited space creates anxiety and tension, too much noise, and spatial relations that detract from discussions with students
- Adjuncts would benefit by mentors
- solidarity amongst Adjuncts is difficult because they don't always know one another
- numbers of Adjuncts don't realize they need to sign a UUP Membership Card to be a UUP Member
- loyalty of Adjuncts to departments, chairs, and the College is not reciprocated
- Adjuncts have reported reductions in number of courses assigned to them
- loss of courses taught by an Adjunct threatens retention of benefits
- rationale for course reductions to an individual Adjunct not clear when courses remain listed
- Contingent labor faces employment insecurity
- Contingent labor wants and deserves more support from fulltime Academics and Professionals
- Contingent labor is particularly vulnerable to age discrimination
- the supervisory chain of command is not always made clear to Contingents
- Contingents fear retaliation if they advocate for their rights
- Contingents need more opportunity and encouragement to apply for fulltime, permanent positions
- Contingents aren't given adequate opportunity to participate in departmental and College governance
- Contingents deserve respect
- Contingents lack adequate access to awards and grants

Adjuncts, Part-Time Professionals, and Contingents are a highly talented and valuable resource—but not treated as such. Knowledge is power. To translate concerns into momentum, activism is necessary. On the back page of *The Sentinel*, you will find the contact information for all UUP Oneonta officers, from Grievance to Benefits. Read *The Sentinel*, particularly Labor-Management Meeting notes and informational articles.

Print out the UUP Membership enrollment card at <http://uupinfo.org/membership/forms/memberapp.pdf> -- make copies of the UUP Membership enrollment and approach Adjunct colleagues, ask them if they are UUP members and if they are not, have them sign and mail the card: explain that they pay the same 1% whether they are UUP members

UUP Adjuncts, Part-Time Professionals, and Contingents: Serious Challenges (continued)

or unsigned agency fee payers: be clear each adjunct who signs a membership card strengthens UUP in representing adjuncts—the other side charts our adjunct member numbers;

Familiarize yourself with the State UUP webpage at <http://uupinfo.org/> and explore its various links; discover periodic and changing opportunities to make your voice heard through letters/faxes/phone calls and pay special attention to the contract at <http://uupinfo.org/negotiations/Contract2011to2016webADDsecure4.pdf>

If you are a UUP Adjuncts, Part-Time Professionals, Contingents or an advocate for them, contact UUP Oneonta Contingent/Part-Time Concerns Officer J McDermott (jmcdermo@uupmail.org ; 436-3116) to dialogue with him, suggest an agenda, ask how you can help. J is also co-chair of the State UUP Contingent Concerns Committee as well as member of the Team that negotiated the current contract. Consider volunteering to serve on the UUP Oneonta Contingent/Part-Time Concerns Committee.

UUP Oneonta Contingent/Part-Time Concerns Officer J McDermott meets with SUNY Oneonta Management at contract mandated UUP Part-Time Labor-Management Meetings, distinct and separate from the monthly multi-issued Labor-Management Meeting. UUP Adjuncts, Part-Time Professionals, Contingents Contact, and their advocates are needed to establish and evaluate the agenda for UUP Part-Time Labor-Management Meetings. Research an issue. Additional attendance is needed at UUP Part-Time Labor-Management Meetings: it might consist of simply shaping the agenda prior to the meeting, observing, taking notes, or participating in a post-meeting critique. Write a *Sentinel* article on Contingent/Part-Time Concerns; the article might come out of your own experience and/or research. Help organize a UUP program dealing with Adjunct, Part-Time Professional, and Contingent concerns. Accompany us to an Outreach session with legislators, and let legislators know of the plight of Adjuncts and Contingents. Run for UUP office.

Is there a possibility that advocacy on behalf of UUP Adjuncts, Part-Time Professionals, and Contingents might make you vulnerable? That isn't the paramount question. The real question is what will happen if Adjuncts, Part-Time Professionals Contingents, and their advocate are mute?

Alone we are isolated voices in the wilderness. Union rests not on easy panaceas but on resilient collaborative endeavor.

Adjunct, Contingent, Professional Part-time Concerns meeting

Thursday, May 1, 2014

6 p.m.

SUNY Oneonta, IRC Lecture Hall #1

Please join us Thursday, May 1st, at 6 p.m. in IRC Lecture Hall #1 to discuss compensation, job security, respect and other issues related to Adjunct, Contingent, and Professional Part-time Concerns.

Read the materials below about the National Mayday Declaration and wear the pin to be provided to show your support for the Mayday Declaration.

National Mobilization for Equity



UUP Adjuncts, Part-Time Professionals, and Contingents: Serious Challenges (continued)

Summary

Significant progress has been made by United University Professions ([UUP](#)) and other unions, disciplinary societies, the media and lately the [U.S. Congressional staff](#) to draw attention to the plight of contingent academic labor. What is needed now is a visible project to activate the nearly one million contingent teachers themselves. Individuals and organizational leaders around the country are coming together to form a National Mobilization for Equity, whose initial effort will be to organize rallies and other public events, beginning on May Day (May 1, 2014).

Mayday \$5K Campaign

Last spring, activists at SUNY New Paltz launched a [Mayday \\$5K Campaign](#). This calls for a minimum starting salary of \$5,000 for a three-credit course, halfway between the current average compensation and the \$7K [recommended by the Modern Language Association](#) as a minimum starting salary. The Mayday \$5K Campaign calls for a number of important measures:

1. Increase the starting salary for a three-credit semester course to a minimum of \$5,000 for all instructors in higher education.
2. Ensure academic freedom by providing progressively longer contracts for all contingent instructors who have proven themselves during an initial probationary period.
3. Provide health insurance for all instructors, either through their college's health insurance system or through the Affordable Care Act.
4. Support the quality education of our students by providing their instructors with necessary office space, individual development support, telephones, email accounts and mail boxes.
5. Guarantee fair and equitable access to unemployment benefits when college instructors are not working.
6. Guarantee eligibility for the Public Service Loan Forgiveness Program to all college instructors who have taught for ten years, during which they were repaying their student loans.
7. With or without a time-in service requirement, allow all college teachers to vote and hold office in institutional governance, including faculty senates and academic departments.

This \$5K Campaign has been [endorsed by nearly a thousand individuals](#), by New Faculty Majority and by the statewide Executive Board and [Delegate Assembly of the UUP](#), the nation's largest higher education union. The \$5K figure is not set in stone. Depending on the locale, it can be adjusted up or down, according to specific circumstances.

National Mobilization for Equity

The National Mobilization for Equity focuses on organizing **May Day activities nationwide**, either in support of the \$5K Campaign or simply to highlight the plight of contingents and the need for change. On February 3, 2014, UUP's full Delegate Assembly unanimously passed the following resolution:

Resolved, that the Contingent Employment Committee supports efforts by UUP members to form a **National Mobilization for Equity** that will, collectively with other unions and organizations, organize rallies and other events annually, beginning on May 1, 2014. These activities are intended to focus attention on the urgent plight of contingent academic labor and to publicly advocate for change. The Contingent Employment Committee asks the full Delegate Assembly for its endorsement of the National Mobilization for Equity and additionally requests UUP President Fred Kowal to reach out to NYSUT and AFT to secure their material support for this effort.

We need to create a MOVEMENT, to activate the one million contingents at the grass-roots' level, which would greatly help those in organizational leadership positions working with state or federal agencies and legislatures. In addition to contingents, we need to activate tenure-track faculty, retirees, students and their parents, allied organizations, community groups and the general public. Organizing events around the country on May Day can help develop to organize a national grass-roots movement.

Departmental “Management” at the College at Oneonta

By Rob Compton, Vice President for Academics



Father and Son at Vic Falls 2012

The Queer Space of Chairs

Academic Chairs of Departments are in a queer space. On one hand, they are required to implement Management policies but they are still like most of us—blue collar faculty. Chairs wear many hats. What are some things to keep in mind if you have to deal with a Chair? What are his or her concerns? For Chairs, what do faculty members think or expect?

At Oneonta, there is a wide gamut in the expectations and strengths of chairs by their peers. The administration recently sent out a set of expectations for chairs. Bylaws and customs often determine the role of chairs.

In some departments chairs are elected for one year,

while in others they are elected for two to three year terms. Other departments have term limits. Being a chair is a lot like being a McDonald’s manager: you have to deal with ‘customers,’ ‘employees,’ and ‘supervisors’. It takes a particular set of skills to be an effective chair which can mean long hours. Some chairs work sixty to seventy hours a week and then there are others who work around twenty.

Chairs have to juggle multiple interests, including their own. Thus, they are in a queer space. In part they are managers but members of the UUP bargaining unit. Does this make sense? In this article, I will make the case why the current arrangement works well for institutions like us.

Ironically, the weak chair model creates stronger chairs and departments, which in turn strengthens the College and increases productivity. Who would have thought that?

Models of Chairs

Head Model

Being a chair may have some perks, both real and imagined. Some use the position of chair to aspire to some type of Deanship or other “plumb” job in administration. They may receive some preferential treatment in terms of DSI or DSA. At the same time, some chairs have irked the administration or have not performed to administration’s expectations. You can be placed square in the firing line from students, colleagues, and supervisors. Sometimes the expectations of each constituency are mutually exclusive. Some chairs occupy a seat temporarily while others refuse to give up their powers or see it as salvation from the “trenches” of teaching a large number of courses. In general, being a chair is a thankless job.

In Southern and some Midwestern states, chairs are often management confidential employees with limited teaching, say 1-1 or no teaching at all, and serve at the pleasure of administration. It is virtually impossible for departmental colleagues to remove these chairs, who are often called “department heads.” This model also exists in many UK universities in the form of Academic Team Leaders (ATL) where each faculty is an Academic Team Member (ATM). Rather than the small stipends that chairs receive at Oneonta, these ATL and department heads usually start at six figures (\$100,000+). Furthermore, they often

Departmental “Management” at the College at Oneonta (continued)

have the power to determine work conditions and pay increases virtually unilaterally with anointment of their supervisors. If there is an absence of unions, their powers, as members of the administration are enhanced even more.

Weak Chairs

The Oneonta model should be one of weak chairs. Chairs are stewards, but they are primarily delegates, communicating with and to administration about their concerns. At the same time, it is incumbent upon chairs to inform their colleagues about administrative expectations. Like in parliamentary systems, where prime ministers are considered, at best, the greater among equals, the best practices of a chair model is based on fundamental understandings of and respect for governance. Transparency, humility, and the heart of a servant are necessary ingredients. Chairs should guide the department but not envision it to their liking.

In the parliamentary system, governments fall. It is part of the natural cycle. If you become too comfortable as chair, it is time to move on. If you start to think about your own interests and find yourself conflating departmental interests with yours, it is also time to call it quits. Sometimes, chairs must be prepared to move on, if there are fundamental differences between your superiors and you. That is the honest thing to do, so you can have a salubrious career and personal life. As chairs, we should always remember that we are merely keeping the bench warm for the next person. In essence, the strength of academe consists of, ironically, weak chairs who eschew managerialism. The head model noted above does not.

It is indeed a Catch -22. Strong chairs can become obsequious, megalomaniacal, and entrenched. Weak chairs may not be able to advocate for you.

Oneonta and Chairs into the Future

We all know that higher education is undergoing massive change, most of it not for the better. Every day, we see our colleagues rushing to class a few minutes late from the proliferating number of committee meetings and calls for participation. Every day, there are emails to answer, student questions, and assessment to keep in mind. Many people have run around like chicken with their heads cut off and a small but increasing number of faculty have tuned out. They deliver turgid lectures, say nothing at meetings, hold a few office hours and head home. Chairs can set the tone and assist in keeping a department alive. Students don't have to come to departments that have only closed doors and cancelled classes.

Ironically, support for weak chairs makes it difficult for them to advocate for faculty. It is indeed a Catch -22. Strong chairs can become obsequious, megalomaniacal, and entrenched. Weak chairs may not be able to advocate for you.

I am sure that there will be pressure for increased authority for chairs in the future. That authority is likely to be more aligned with Administrative goals. This may take the form of reduced teaching loads, increase stipends, and/or the abolition of term limits or the extension of term length. If you want to maintain the vibrancy of the department and participate in its life, it is imperative that you protect your interests by being active in your department and press upon your chair the importance of the Oneonta model. Ironically, the weak chair model creates stronger chairs and departments, which in turn strengthens the College and increases productivity. Who would have thought that? It's not something you will hear at Management "boot camp."

UUP Inaugurates Professional Workshop Series

By Bill Simons, Chapter President



Labor Relations Specialist Darryl Wood

UUP Oneonta inaugurated a new Professional Workshop Series on Wednesday, March 19, 2014, with a Noon program at the Otsego Grille, Morris. Sixty-five UUPers attended the first session in the series, which was entitled *Professional Obligation and Your Compensation: Comp Time, Extra Service, On-Call, Re-Call; Salary Issues and Increases: Promotions, Service Awards, DSA, & More; Learn the various options you have to be fully recognized and compensated for the work you do.*

NYSUT/UUP Labor Relations Specialist Darryl Wood presided over the workshop, providing an informative presentation. Darryl's formal presentation was followed by an animated question-and-answer session.

Please mark the following Professional workshops on your calendar:

Workshop II: Wednesday, April 23, 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.*

At the Wednesday, March 19 session on *Professional Obligation and Your Compensation*, Darryl examined

- *Salary Issues: Promotions, Salary Increases, Service Awards, DSA & More
- * Intellectual Property
- * Professional Obligation
- *Comp Time
- * Extra Service
- *On-Call and Re-Call
- *State Titles vs. Local Titles

He also provided information on Appendix A-29 concerning Compensatory Time Off, Article A to Article XI Professional Titles, Appendix B to Article XI Athletic Titles, and Appendix C to Article XI Fundraising Titles.



Large and intent Professional audience

Darryl gave each attendee a paper copy of an important UUP publication, *Guide for Professional Employees*. The booklet includes sections on Performance Programs, Evaluations, Promotions, and Salary Increases. *The Guide for Professional Employees* includes the following reminder from State UUP Vice President for Professionals J. Philippe Abraham:

Three documents are crucial to your success: your appointment letter, your annual performance program, and your annual evaluation. These documents impact employment renewals, promotions, salary increases, and permanent appointment. It is important to become familiar with the content of these documents from your first days of employment.

Your appointment letter gives you the terms and conditions of your employment. Your performance program records duties and responsibilities that you are assigned for an annual period. Your annual evaluation is based on your performance of the duties and responsibilities in your performance program. You are encouraged to take an active role in the development of you annual performance program.

UUP Inaugurates Professional Workshop Series (continued)

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. We have witnessed a renewed consciousness of Professional issues and an awareness of the potential of numbers and solidarity. UUP *Sentinel* articles, Labor-Management agenda items, and programming will give emphasis to Professional Concerns. The emergence of a new generation of Professional activists is evident.

The challenge is to unite UUP 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.



UUP stalwarts: left to right— Rob Compton, Hilgrove.Delancy, Kyle Britton, and Norm Payne at Professional Workshop



**State University of New York
Effective June 30, 2013
UUP .5% Discretionary Roster**

I certify that the payments and/or salary adjustments authorized by this roster are consistent with the SUNY Board of Trustees Policies regarding the distribution of discretionary funds. The total amount authorized does not exceed .5% of June 30, 2013 salaries and has been spent in its entirety. All employees receiving a discretionary are entitled to this amount pursuant to sub-division 20.5 of the 2011-2016 Agreement between United University Professions and the State of New York.

President _____
Date _____

Amount Authorized: \$197,905	Amount Distributed: \$197,905
FT Amount: \$117,488	FT Amount: \$117,488
PT Amount: \$80,417	PT Amount: \$80,417

Allen	Judith	\$301	Baker	Beverly	\$532	Bensen	Mary	\$308
Allen	Tracy	\$950	Balcom	Brenda	\$250	Bernard	Barbara	\$1,000
Andrusyszyn	Peter	\$532	Baldwin	Lois	\$475	Bernardin	Susan	\$500
Angell	Katherine	\$500	Bao	Liang	\$475	Berry	Madeline	\$600
Arango	Gustavo	\$650	Barber	Amanda	\$817	Betsinger		
Arnold	Lauri	\$500	Barnes	Christine	\$400	Callender	Tracy	\$550
Artale	Maureen	\$475	Barton	Scott	\$500	Biazon	Ramon	\$456
Ashbaugh	William	\$950	Bassette	Lynda	\$400	Biltucci	Anthony	\$800
Ashe	Kathy	\$460	Baxter	Julia	\$1,000	Bischoff	Paul	\$500
Avanzato	Rosemarie	\$900	Beach	Heather	\$250	Bitterman	Todd	\$750
Avery	Leanne	\$500	Beardslee	Serenity	\$250	Black	Suzanne	\$700
			Benedict-			Blechman	Jerome	\$750
Avitabile	Matthew	\$910	Augustine	Amy	\$550	Boardman	Kathryn	\$910
Bachman	Nancy	\$400	Benjamin	Alexander	\$1,000	Bonderoff	Mary	\$350
Bagby	John	\$500	Bennett	Jacqueline	\$400	Bondurant-	Nancy	\$1,000
Bagby	Jennifer	\$1,000				Couch		

Discretionary Roster (continued)

Bookhout	Dawn	761
Boring	Jo	2,000
Brennan	Jacinta	\$1,000
Bridgers	Leah	\$250
Bronk	Katherine	\$308
Brown	Karen	\$400
Brown	Robert	\$720
Brown	Rebecca	\$1,000
Brunstad	Keith	\$400
Bubany	Shawn	\$487
Buchan	Howard	\$700
Bueche	Jennifer	\$500
Burnett	Nancy	\$910
Byrne	Ian	\$250
Cain	Daniel	\$250
Cain	Elise	\$250
Callahan	Nancy	\$450
Callahan	Clayton	\$884
Cashman	Colleen	\$250
Cashman	Maureen	\$308
Catan	Paul	\$250
Choi	Yun-Jung	\$900
Christiansen	Martin	\$884
Christie	Charlene	\$950
Clarvoe	Amy	\$250
Clements	Carolyn	\$818
Coe	Lawrence	\$1,000
Compton	Robert	\$950
Crandall	Brian	\$765
Cui	Jian	\$350
Han	Sallie	\$950
Hansen	Richard	\$250
Harderoad	William	\$250
Harder	Mette	\$950
Harper	April	\$550
Harrington	Rebecca	\$250
Harrington	Ryan	\$250
Hasbargen	Leslie	\$400
Hassard	Geoffrey	\$300
Havenstein	Kenneth	\$884
Hecht	Roger	\$350
Heilveil	Jeffrey	\$750
Heindl	Brett	\$550
Hendley	Michelle	\$308
Henry	Jane	\$282
Hilpert	Kirsten	\$250
Hobb	Rolana	\$1,000
Hosnedl	Annemarie	\$301
Ingrassia	Joseph	\$460
Jean Charles	Alex	\$250
Jerminario	Jeri Anne	\$380
Jester	Brian	\$450
Joest	Karen	\$500
Johnson	Amanda	\$250
Johnson	Jarrett	\$250
Johnson	Steven	\$818
Johnson	Traci	\$884
Kahl	Andrew	\$500
Kahl	Barbara	\$1,000
Kamburowska	Grazyna	\$250
Kasrai	Bobak	\$250

Curch	Lisa	\$550
Curch	Christopher	\$910
Daly	Andrew	\$250
Davidson	Leslie	\$1,000
Davis	Mary	\$380
Davis	Geoffrey	\$460
Day	Janet	\$550
Defilippo	Janine	\$301
Demauro	Tanja	\$400
Demeo	Thomas	\$250
Denekamp	Andrea	\$884
Dibble	Deirdre	\$456
Dolber	Brian	\$950
Dorn	Mary	\$301
Dostal	Julia	\$500
Drake	Linda	\$475
Duerden	Timothy	\$460
Durkin	Barbara	\$437
Dutcher	Douglas	\$1,000
Edwards	Christine	\$250
Eichler	Angela	\$250
Eichler	Graig	\$750
Ellis	Todd	\$400
English	Robin	\$475
English	Mark	\$720
Erickson	Janet	\$884
Escudero-	Alejandra	\$350
Retana	Anne	\$250
Everett	Anne	\$250
Exley	Carol	\$1,000
Fall	Leigh	\$400
Faerman	Norman	\$250
Keegan	Christopher	\$250
Kenny	Susan	\$250
Kenny	David	\$880
Kingsbury	Kelly	\$250
Kinsella	Michael	\$500
Kintner	Leslie	\$250
Kiser	Deborah	\$600
Kissick	David	\$1,000
Klink	Cynthia	\$910
Knoll	Sandra	\$818
Knudsen	Toke	\$750
Koch	Michael	\$600
Kot	Stephanie	\$608
Kuge	Noriko	\$502
Labroo	Sunil	\$350
Landry	Deborah	\$750
Lascell	Ian	\$250
Lassonde	Cynthia	\$900
Lawrence	Elaine	\$250
Lentner	J	\$372
Lentz	Vicky	\$250
Levine	Anita	\$250
Levins	Lorin	\$300
Levins	Craig	\$400
Levis	Patricia	\$1,000
Lincoln	David	\$250
Lobdell	Bambi	\$925
Lokshina	Izabella	\$700
Lord	Paul	\$817
Lorenz	Magdalena	\$436

Fallon-Korb	Melissa	\$350
Farmer	Michael	\$250
Faux	Michael	\$283
Feng	Jie	\$437
Ferrara	Mark	\$350
Finch	Amanda	\$400
Ford	April	\$884
Fox	Robert	\$456
Frank	Gwen	\$250
Frankl	Janet	\$450
French	Paul	\$350
Fulkerson	Gregory	\$950
Fuller	Trevor	\$550
Gadomski	Stephen	\$910
Gallagher	Christine	\$250
Gallagher	Hugh	\$350
Gallagher	Kelly	\$750
Gamezromero	Laura	\$502
Gardner	Michelle	\$1,000
Geasey	David	\$201
Gilbertson	Karen	\$250
Godek	Melissa	\$400
Gonyea	Nathan	\$500
Goodhue	Clyde	\$350
Graham	Naomi	\$502
Grau	Monica	\$350
Gray	Kevin	\$502
Green	Allan	\$400
Greer	Marsha	\$500
Greer	Matthew	\$500
Greer	Benjamin	\$250

Luetzger	Michele	\$350
Lynch	Rebecca	\$250
Lyon	Thomas	\$1,000
Macaluso	Patrice	\$1,000
Madden	Brian	\$910
Madelone	Laura	\$650
Mancuso	Mary	\$250
Maniscalco	Steven	\$600
Marner	Carmela	\$1,000
Maskin	Deborah	\$301
Mattingly	Mary	\$550
McAvoy	Michael	\$436
Mccaslin-		
Doyle	John	\$500
Mcclafferty	Eileen	\$350
Mcclenon	Braden	\$500
Mcdermott	James	\$884
Mcgrail	Elizabeth	\$250
Mcintyre	Kevin	\$1,000
Mcmichael	Katherine	\$250
Meade	Nancy	\$1,000
Meeker	Kathleen	\$500
Mente	Patrick	\$475
Merk	Mary-Jo	\$1,000
Michels	James	\$818
Miller	Melissa	\$700
Miller-Henry	Karen	\$910
Mills	Annmarie	\$460
Mills	James	\$550
Mitchell	Nancy	\$460
Mongillo	Lori	\$250

Discretionary Roster (continued)

Montoya	Maria	\$400	Place	Courtney	\$910	Schuler		
Moore	Geoffrey	\$250	Pledger	Barbara	\$450	Ghiorse	Elizabeth	\$250
Morgan	Hannah	\$800	Poplock	Stephanie	\$910	Seale	Elizabeth	\$950
Morgan-Zayachek	Eileen	\$750	Popovici	Christopher	\$950	Seery	Brenda	\$250
Moriarty	Thomas	\$250	Posillico	Angelo	\$250	Segar	Scott	\$750
Mullinnex	Cassandra	\$250	Price	Rachael	\$250	Serbay	Sheila	\$460
Munson	Matthew	\$250	Quijada	Julio	\$456	Shastri	Anuradhaa	\$250
Munson	Karen	\$600	Ragozzine	Charles	\$250	Shea	Peter	\$750
Munteanu	Laura	\$350	Ranieri	David	\$250	Shea	Matthew	\$910
Munteanu	Marius	\$400	Ranieri	Tracey	\$350	Sheesley	Timothy	\$1,000
Murphy	Joanne	\$250	Ratchford	Lance	\$250	Sider	Kenneth	\$540
Nahson	Daniel	\$550	Reyda	Florian	\$250	Siegrist	Raymond	\$250
Nowak	Rhea	\$902	Rice	Stephen	\$301	Simeon	Kate	\$250
Oberkircher	Oscar	\$500	Rishel	Kenneth	\$600	Siregar	Dona	\$700
Odago	Maurice	\$750	Roberts	Richard	\$500	Sirianni	Philip	\$437
Odea	William	\$700	Robinson	Lyndsie	\$250	Skinner	Joel	\$910
Oliver	Robert	\$456	Robinson	Sean	\$250	Small	Elizabeth	\$750
Olstad	Tyra	\$950	Rodriguez	Francis	\$910	Small	James	\$910
O'Mara	Kathleen	\$550	Rohacevich	Linda	\$600	Smith	Jennifer	\$400
Orgeron	Jean-Paul	\$300	Romero	Walter	\$600	Smolinski	Jason	\$750
Palmatier	Joshua	\$250	Rouse	Thomas	\$250	Spence	Andrew	\$460
Paulson	Cooper	\$502	Rowe	Karen	\$1,000	Sperano	Deborah	\$308
Payne	Daniel	\$300	Ruffo	James	\$250	Spitzhoff	Katherine	\$350
Payne	Norman	\$500	Russo	Theresa	\$900	Spranger	Kristin	\$380
Perry	Andrew	\$475	Sadow	Jonathan	\$250	Stanley	Jared	\$201
Petta	Snapper	\$250	Sakoulas	Thomas	\$750	Stonge	Justin	\$640
Pettingill	Chris	\$884	Samstein	Nancy	\$502	Sullivan	Michael	\$704
Pichardo	Glenn	\$250	Sanders	Barbara	\$500	Sullivan	Deborah	\$750
Pinney	Mary Ann	\$1,000	Schaumloffel	John	\$250	Szerszen	Kristen	\$600
Pizzuto	Carmen	\$250	Scherer	Sean	\$502	Taylor	Sean	\$1,000
			Schillo	Keith	\$750	Thibault	Michelle	\$475
			Thibault	Robert	\$550			
			Thomas	Terri	\$600			
			Thomas-Smith	Trudy	\$400			
			Thompson	Daphne	\$250			
			Tirado	Elizabeth	\$800			
			Tolin Schultz	Alexandra	\$910			
			Torosyan	Gayane	\$550			
			Tozer	Terry	\$380			
			Traitor	Ann	\$460			
			Trost	Nathan	\$685			
			Tsan-Irving	Loli	\$300			
			Tucker	Karyn	\$250			
			Tyler	June	\$502			
			Underwood	Curtis	\$400			
			Valinoti	Anna	\$250			
			Vanslyke-Briggs	Kjersti	\$900			
			Walker	William	\$550			
			Walker	Renee	\$950			
			Wang	Qiong	\$250			
			Wang	Jenting	\$300			
			Waterfield	Holly	\$818			
			Web	Raphael	\$450			
			Webster	Jeannine	\$302			
			Weigl	Theresa	\$600			
			Weir	William	\$608			
			Wendrow	Benjamin	\$600			
			Wilkerson	William	\$550			
			Williams	Lacey	\$250			
			Withington	Jennifer	\$400			
			Withington	Robert	\$818			

UUP Labor-Management Meeting: Monday, March 24, 2014

By Nancy Cannon, Academic Delegate

For Management: Todd Foreman, Nancy Kleniewski, Maria Thompson, Lisa Wenck

For Labor: Kyle Britton, Nancy Cannon, Rob Compton, Fred Miller, Yaser Robles, Bill Simons, Darryl Wood

- I. Labor congratulated Management on the notable progress made by the **Possibilities Full of Promise: the 125th Anniversary Campaign for SUNY Oneonta**. Labor will include an article on the campaign in the April *Sentinel*.
- II. Labor requested numbers concerning the **number of adjunct faculty teaching** in Fall 2013, Spring 2014, and Fall 2014 and the number of courses taught by adjunct faculty in Fall 2013, Spring 2014, and Fall 2014. Management will have the figures for Fall 2013 and Spring 2014 by March 28, 2014. The numbers for Fall 2014 will be available at a later date.

[Subsequent to the meeting, Management provided the following data:
Request for numbers concerning adjunct faculty

 - A. Request number of adjunct faculty teaching in Fall 2013, Spring 2014, and Fall 2014 **fall, 2013 (157 teaching and 35 supervisors), spring 2014 (157 teaching and 55 supervisors)**.
 - B. Request number of courses taught by adjunct faculty in Fall 2013, Spring 2014, and Fall 2014 **courses taught fall, 2013 (532), courses taught spring, 2014 (487)**]
- III. Labor and Management discussed **adjunct faculty issues** related to compensation, job security, and age concerns. Labor reminded Management that the last pay increase for adjuncts was in 2006. Compensation of adjuncts is scheduled to be addressed in Phase III of the Equity and Salary Adjustment plan. Management may take longevity into account in adjunct contracts. Labor expressed concern that the number of adjuncts hired in the future may decrease: Labor advocated that any positions eliminated needs to be through attrition. Labor mentioned concerns over age brought by some UUP members. Labor and Management will have a separate meeting on the age issue.
- IV. Management and Labor discussed the possibility of **pilot program for an optional compressed 4-day voluntary summer workweek for Professionals and Librarians**. Potential benefits including improvements to staff morale and energy savings were mentioned. Labor and Management will return to this issue.
- V. Labor asked Management for the number of **Professional Performance Programs and Evaluations** for both permanently appointed that are overdue. Management will provide the numbers by March 28, 2014.

[Subsequent to the meeting, Management provided the following data:
Professional Performance Programs and Evaluations

 - A. Germane to Performance Programs/Evaluations, for the Permanently Appointed Professionals all due on the same date each year:
 - 1) the number that are overdue by 30, 60, and 90 days? **25 all over 90 days**.
 - B. Germane to Performance Programs/Evaluations, for the Professionals who do not have permanent appointment
 - 1) the number that are overdue by 30, 60, and 90 days? **11 all over 90 days**]
- VI. Labor asked Management for the number of applications and number of applications approved for **Faculty course reductions**, under provisions of page 24 of Faculty Handbook, by school and by department, for Spring 2014 and Fall 2014. Management will provide the numbers by March 28, 2014.
- VII. Labor asked management how many **Residence Hall Directors** were non-renewed prior to receiving **permanent appointment** during the past six years and how many Residence Hall Directors currently have permanent appointment. Management agreed to provide the numbers by March 28, 2014.

UUP Labor-Management Meeting: Monday, March 24, 2014 (continued)

- VIII. In the last Labor-Management meeting, Management asked for ideas for **cost savings ideas** which could be used for raising salaries of UUP employees. Labor asked Management to look at consultant fees, particularly fees over \$5,000. Labor and Management will continue discussion of this issue at a subsequent meeting to refine the definitions and the precise nature of the request for information.
- IX. Labor and Management continued discussion of **Faculty Hiring Norms and Procedures**, including the **role of Search Committees and the Deans**. Management pointed out that prospective employees are not members of UUP until after they are hired. Labor replied that it is an issue of concern for faculty and therefore of interest and therefore, per the contract, the item is a permissible item of Labor-Management discussion. Labor also noted that **service** including on Search Committees is part of the terms and conditions of employment. Labor asked Management specifically what the College policy was regarding the Deans and Search Committees given the norms and past practices on this College. Management deferred to answer the question until a subsequent meeting. Labor will return to this issue.
- X. Labor asked Management for an update on **Commencement Reorganization**. Management replied that limited space in the Field House has necessitated the need for 3 ceremonies in the Field House, followed by 5 smaller ceremonies for each School.
- XI. **Management invited Labor to provide input on the SUNY Oneonta's application to the Start Up New York proposal** when it becomes available for public review in April. [Secretary's note: by Law the collective bargaining units, as official entities are required to be provided access and the ability to comment on the proposals prior to them leaving the campus.]



Volunteers Needed Saturday's Bread: April 26, 2014

On Saturday, April 26, 2014, UUP Oneonta will again staff Saturday's Bread, a community kitchen that dispenses hot meals and good cheer. Linda Drake will, as previously, co-ordinate participation in this worthwhile community service. Although Saturday's Bread is housed at the First United Methodist Church, 66 Chestnut Street, Oneonta, the program is a non-denominational and humanitarian service open to all. To be part of the volunteer group at Saturday's Bread on April 26, you must be willing to work from 9 AM to 2 PM. As we need an exact list of the names and numbers of participants, please e-mail Linda Drake at Linda.Drake@oneonta.edu to volunteer. When you contact Linda, provide her with your full name, e-mail address, and telephone number.

Join with UUP in the solidarity of service. Your participation is welcome. We look forward to collaborating with you.



Saturday's Bread Volunteers

End of Semester UUP Meeting and Party: Saturday, May 10th

UUP will hold its traditional end of semester party on Saturday, May 10, 2014, from 1:00 — 4:00 PM at the College Camp, one of the area's treasures. The gathering will start with a brief Chapter meeting. The College Camp provides a spacious, inviting, and picturesque setting for our union party. The lodge at the Camp will allow us to have the party rain or shine.

Complimentary Brooks' House of Bar-B-Q lunch -- with delicious food and beverages — will be served. Although the lodge has inside tables and chairs, outdoor enthusiasts may wish to bring chairs, blankets, folding tables, games, musical instruments, and sports equipment.

All those represented by the UUP bargaining unit and their families/significant others are most cordially welcome. To facilitate food planning, a RSVP is required. To RSVP, please leave a message on the UUP Oneonta voice mail at 436-2135 and provide your name, telephone number, and the number of family members/significant others, including yourself, who will attend.



Entrance to College Camp: site of UUP end of semester party

Thanks to Special Events Director Loraine Tyler for doing a terrific job organizing this special gathering.



Sentinel Recipe Series

Yummy Chocolate Cake with Blueberries

By Anne Wood, CSEA (ret.), and Willy Wood, Property Management

Dry ingredients:

1 $\frac{3}{4}$ Cup Flour

2 Cups Sugar

$\frac{3}{4}$ Cups Cocoa

2 Tsp. baking soda

1 Tsp. baking powder

1 Tsp. salt

$\frac{1}{4}$ Tsp. cinnamon

Wet ingredients:

2 eggs

1 Cup strong black coffee

1 Cup buttermilk or sour milk (Note: To make sour milk add 1 tsp. vinegar to milk to make 1 cup.)

$\frac{1}{2}$ Cup oil

1 Tsp. vanilla



1 $\frac{3}{4}$ to 2 Cups blueberries tossed with a small amount (about 1 tablespoon) of flour.

Mix first 7 (dry) ingredients in one bowl. Mix next 5 (wet) ingredients in second bowl. Mix wet & dry ingredients together. Beat at medium speed for 2 minutes. Makes a very thin batter.

Pour batter into greased and floured 9" x 11" pan. Scatter the blueberries over top of batter; lightly press blueberries into batter so blueberries are covered.

Bake @ 350° for 35 to 40 minutes until springs back when touched or toothpick inserted in middle of cake comes out clean.

Optional: Dust with powdered sugar or frost with your favorite frosting.

“POSSIBILITIES FULL OF PROMISE” CAMPAIGN AND ITS IMPORTANCE TO UUP COLLEAGUES

By Art Dauria, Professor, Communication Arts and Bill Vining '81, Professor, Chemistry and Biochemistry

In addition to being faculty members at SUNY Oneonta, we have the pleasure of serving on the College at Oneonta Foundation Board of Directors. We are two of 35 board members who give their time, make charitable gifts, and who help carry out the mission of our College Foundation to raise, receive and manage charitable gifts, grants and bequests to benefit SUNY Oneonta.

Our college and the College Foundation have embarked on a fundraising campaign, called “Possibilities Full of Promise,” to raise \$12.5 million by June 30, 2015 to support the priorities set forth in our college’s Strategic Plan. The four pillars of our Campaign are: Teaching, Learning and Research; Global Connectedness; Scholarships for our students, and; the Fund for Oneonta and Unrestricted Giving. We have raised over \$9.5 million to date.

Here are some examples of the impacts that charitable giving through our Campaign has had on our college:

- Over \$168,000 raised for faculty development, with \$66,000 distributed in 2013-14 to new and returning faculty, and the balance to be awarded for the 2014-15 academic year and beyond.
- \$270,000 given or pledged to our Student Travel for Excellence Fund, with \$150,000 of that to be expended in full over five years beginning in the current academic year, and the balance to establish an endowment to help make this funding permanent. To date, this fund has made over 250 awards to students for travel to professional conferences or meetings to present their research or creative activity.
- 27 new named scholarships to help our students and their families, with most of these established as endowed, permanent funds. Currently, one out of every six SUNY Oneonta students receives a scholarship which helps defray the costs of their education, reduces student loan debt, and helps the college attract and retain top students.
- \$30,000 raised to establish a new Global Connectedness Fund which provides funding for our students who study abroad, and seed funding to support programs and activities that will lead to the enrichment of international exposure on SUNY Oneonta’s campus. This is in addition to several endowed scholarships established to assist students studying abroad for a semester or year.
- A pilot program for Internship Support to help defray costs of students participating in low-paying internships to make these experiential learning experiences accessible to more students.

The Campaign is doing all these things, and more. As faculty and staff, we all have an opportunity to be part of this effort, and we urge our colleagues to make a gift to the Campaign. Alumni and others will notice our collective support. Payroll deduction is an easy way to make a contribution, or you can make your gift online at www.oneontaalumni.com/giving.

We are proud to be part of this Campaign. “Possibilities Full of Promise” will have a long-ranging impact on our college and the education we provide to our students.

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.

Class Warfare in Academe

By Dr. Peter D.G. Brown, UUP Chapter President, New Paltz, and Distinguished Service Professor Emeritus

[Editor's Note: The excerpted comments below appeared in the following article—Peter D.G. Brown, "Class Warfare in Academe," *Insider Higher*, December 19, 2013 <http://www.insidehighered.com/views/2013/12/19/essay-class-warfare-academe>]

[T]housands of adjuncts within SUNY, who deliver a substantial portion of our educational mission, continue to work for near-poverty wages. Adjuncts are the only employees for whom there are no minimum salaries in the contract between New York State and United University Professions (UUP... when adjusted for inflation, adjunct wages at New Paltz have plummeted by some 49 percent between 1970 and 2008.

[UUP]...pushed hard for a salary minimum that would have benefited thousands of part-time faculty throughout the system. However, top SUNY officials adamantly refused to accept any salary minimum whatsoever...

When asked about SUNY's refusal to increase wages for adjuncts while doling out hundreds of thousands of dollars to a former provost who is still on the payroll, a SUNY spokesman said that "they're completely unrelated." Actually, nothing could be further from the truth...



Oneonta Chapter Returns to State Legislature with UUP Colleagues to Support SUNY: March 18th

The Oneonta Chapter returned to the State Legislature with UUP Colleagues to support SUNY on March 18th. As in years past, UUP Oneonta has been tireless in its Outreach activities, providing a weekly presence in Albany. The roles of Oneonta stalwarts Fred Miller and Kyle Britton merit particular note. At 88-years young, Fred, one of the founder of both the State UUP and the Oneonta Chapter, has decades of detailed and insightful knowledge of the workings of the legislature. With his deep, resonant voice and gravitas, Fred remains essential to UUP's campaign for SUNY. Fred, a treasured icon, is universally respected by UUP colleagues and New York State legislators.



Left to right: Kyle Britton, Fred Miller, Zhongchun "ZJ" Jiang, Assemblywoman Nicole Malliotakis, Rob Compton, and Bill Simons

It has been a source of great satisfaction to witness the emergence of Kyle Britton as an extraordinary advocate for SUNY. Kyle has forged close and productive working relationships with numerous legislators and staffers. He has acquired detailed knowledge of the workings of the New York State Assembly and Legislature. Lucid, precise, informed, and attuned to nuances of parties, districts, and specific legislators, Kyle has become an eloquent advocate for UUP's SUNY agenda.

Ever the policy wonk, Rob Compton invests complex processes and material with clarity. Rob took the lead on several pivotal issues. An accomplished political scientist, Rob is an authentic scholar activist. His careful preparation for each meeting was evident.

Oneonta Chapter Returns to State Legislature with UUP Colleagues to Support SUNY: March 18th (cont)

Our I-88 neighbor Dr. Zhongchun “ZJ” Jiang, UUP Cobleskill Vice President for Academics, proved an invaluable part of the group. A botanist and humanist, ZJ has excellent judgment, speaks eloquently, and demonstrates thorough mastery of the issues. His incisive intelligence greatly facilitated our SUNY dialogue with legislators.

Oneonta Chapter President Bill Simons was impressed by the seamless teamwork of UUP representatives as they carried the SUNY message to legislators. UUP Oneonta’s March 18th meetings included session with Assembly members Nicole Malliotakis, Pete Lopez, and Cliff Crouch as well as with Jessica Jeune, Chief of Staff to Senator Catharine Young.

In discussion with legislators, UUP Oneonta emphasized the need to enhance and invest in SUNY State-Operated campuses. In 2002-03, State support constituted 63 percent of SUNY’s operating budget with 37 percent coming from student tuition and fees. As of 2012-2013, the majority (63 percent) of the support came from revenues generated by students. Between 2006 and 2012, SUNY’s enrollment grew by more than 17,000 students at its state-operated campuses. State funding has not increased to meet the demands of this growth. An endowment is needed to provide long-term financial stability to provide the annual resources needed to enhance academic departments and services offered to students.



Left to right: Zhongchun “ZJ” Jiang, Assemblyman Cliff Crouch, Bill Simons, and Fred Miller

SUNY needs increased funding to safeguard and improve the access and affordability that SUNY’s Educational Opportunity Program Centers provide for New Yorkers. The SUNY Educational Opportunity Program (EOP) is one of the most successful of its kind in the country, with a graduation rate higher than the national average. However, EOP already has a long waiting list. Last year, more than 20,000 students applied for just 3,000 spaces.



Left to right: Rob Compton, Bill Simons, Fred Miller, Assemblyman Pete Lopez, Zhongchun “ZJ” Jiang, and Kyle Britton

UUP Oneonta also carried the message to legislators that we need to support and protect SUNY hospitals and Health Sciences Centers with appropriate funding. SUNY’s teaching hospitals and Health Sciences Centers are the crown jewel of quality medical care and education in New York State. Reduced State Medicaid spending, combined with years of State underfunding, has had an enormous negative impact of SUNY hospitals and Health Science Centers. If the State subsidy to these hospitals is further reduced, it will significantly threaten health care, medical education, and important medical education.

Oneonta Chapter Returns to State Legislature with UUP Colleagues to Support SUNY: March 18th (cont)

New York must maintain the SUNY hospitals as full-service public hospitals to protect their academic mission and safety-net services.

SUNY's public hospitals care for hard-to-treat patients, including many referred by private hospitals. They provide full-spectrum services targeted to the needs of the low income population that they tend to serve and supply most of New York's primary care physicians and health care specialists.

As UUP Oneonta met with legislators, they reflected on the words of State UUP President Fred Kowal:

Throughout our history, social and economic promise has occurred as a direct result of a public commitment to the education of its people. We must reclaim the promise of an affordable, accessible and high quality education for all who wish to attend the State University of New York.



Left to right, Kyle Britton, Zhongchun "ZJ" Jiang, Rob Compton, Jessica Jeune (Chief of Staff to Senator Catharine Young), Bill Simons, and Fred Miller



SENTINEL QUIZ

By Nancy S. Cannon, Academic Delegate and Sentinel Photographer

This distinguished author, a graduate of SUNY-Oneonta, was a recipient of the O. Henry Award, Pushcart Prize, Best American Short Stories Award, and the Hawai'i Award for Literature. Who is he? The first person to email Nancy Cannon (Nancy.Cannon@oneonta.edu) with the correct answer will receive a UUP related prize.

The answer to the March quiz, "This city, once a major slave trading center for the Vikings, later provided the backdrop for a novel set in an ordinary day in 1904" is Dublin, the setting for Ulysses by James Joyce. The first correct answer was provided by Mary Davis.

A Message from Yaser Robles, Membership Development Officer

Dear Academics and Professionals,

I want to take this opportunity to thank many of you who have stood beside UUP Oneonta Chapter in solidarity. As your Membership Development Officer, I urge you to join UUP and sign the union card, if you have not yet done so. If you have signed the union card, please don't stop reading. Higher education, including on the Oneonta campus, faces unprecedented challenges. I invite you to join us as we collectively address important issues that will determine the future of higher education and this country as we move forward.



In action: Yaser Robles, center with Students and Senator Gustavo Rivera, far left

Enrollment is of outmost importance. However, enrollment is the very first step towards securing our collective goals and safeguarding our principles. Your next step is to become active participants in our campus and community. I want to remind everyone that we cannot stand still or be complacent. As things stand today, we have significant challenges ahead. From Open SUNY, to Start-Up New York and edTPA new "innovative" programs seek to privatize SUNY and transform it into PUNY. On the Oneonta campus, UUP remains committed to advancing the working conditions of its members. From part-time to full-time and academics to professionals, UUP represents all its members to the fullest possible extent.

Our philosophy is "put a bucket in" when you "take a bucket out." None of the chapter leaders are paid by the union for their work. We are all volunteers. If you are a professional or an academic looking for "service" opportunities for reappointment, continuing appointment, permanent appointment, or promotion, you can do so by becoming active in UUP. From Saturday's Bread, to SUNY advocacy, or the Diversity Series, there is plenty of ways to become involved and become part of your union.

Despite the seriousness of the challenges to higher education ahead of us, I want to remind everyone not to become discouraged. Please support fellow members by participating in UUP campus and community events, writing articles in our UUP Sentinel newsletter, and by reaching out to UUP's leadership to share ideas or concerns. Let's show our solidarity by attending in the UUP Oneonta Chapter's campus and community events as they are informative and certain provide a venue to further strengthen our community base. Our Chapter takes pride in sponsoring a variety of campus and community events that seeks to build a strong community.

For enrollment and other member benefits please visit <http://uupinfo.org>. If you have any question regarding enrollment and forms, please contact me via email at Yaser.Robles@oneonta.edu or at 607-436-3452.

In Solidarity,
Yaser Robles,
Membership Development Officer

Join UUP: Strength in Solidarity



Are You a Member?

Thomas P. DiNapoli New York State Comptroller		JOHN DOE		Total Gross Fed. Taxable Gross	
				Current:	3456.78 1234.56
Advice # 123456789		Pay Start Date 07/13/2009			
Advice Date 07/12/2009		Pay End Date 07/27/009	Net Pay 1,234.56		
Department ID 1234		Pay Rate 78,910.11			
EARNINGS		YTD		TAX DATA	
Contract	Hrs./Days	Earnings	Hrs./Days	Earnings	
Regular Pay Salary Employee	3456.78	45,678.90			Federal 4 4
Location Pay	56.78	678.90			State 2 0
				NYC 0	
				Yonkers	
				TAXES	
				Current:	YTD
				Fed. Withholding	3,456.78 1,234.56
				Misc. Withholding	45,678.90 34,567.89
				Social Security	3,456.78 1,234.56
				NY Withholding	45,678.90 34,567.89
BEFORE TAX DEDUCTIONS		Current:	YTD	AFTER TAX DEDUCTIONS	
		Current:	YTD	Current:	YTD
Regular Before Tax Health	456.78	1,234.56		UUP Member 26P	34.56 55.78
Supplemental Ret. Ann. Jally Prog.	678.90	6,789.00			
TAA Retirement Before Tax	65.78	1,234.56			

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

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.



Yaser Robles, second from right, advocating for diversity, opportunity, and SUNY

Oneonta Chapter Participates in UUP Three-Day Workshop



Determined and Dedicated: Rob Compton

UUP Oneonta participated in a series of long, intensive, and productive labor workshops on Friday, Saturday, and Sunday, March 28-30, 2014, in Cooperstown, New York. State UUP organized and conducted the sessions, which involved leaders from Chapters throughout New York State. President Bill Simons, Vice President for Academics Rob Compton, Treasurer Rich Tyler, Director of Special Events Loraine Tyler, Contingent/Part-Time Concerns Officer J McDermott, Academic Delegate Nancy Cannon, and Labor Relations Specialist Darryl Wood represented Oneonta at the training conference.

Workshops provided detailed and technical information, procedures, and strategies. Sessions employed lectures, PowerPoint, handouts, role playing, and discourse. Labor Relations Specialists, Professional Staff, and State UUP Leaders led sessions. Questions and discussion augmented formal presentations. Workshops were conducted on the following: Collective Bargaining and the Taylor Law; Forums for Problem Solving; Strategic Planning; Professional Issues; Academic Issues; Membership Building through Communications; and Community Engagement.

The workshops also fostered lateral exchanges of information between Chapters. Additional Chapter officers and members will attend subsequent workshops. The sharing of information between Chapters facilitated identification of best practices. The tools acquired by Oneonta delegates at the conference will enhance Chapter building and development, SUNY advocacy, member representation, community presence, *The Sentinel*, the Oneonta website, and Labor-Management negotiations.



Sustained Excellence: Loraine and Rich Tyler

Loan Sharks & Land Grants: Student Debt, Economic Recession, and the Millennial Generation

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, "Loan Sharks & Land Grants: Student Debt, Economic Recession, and the Millennial Generation," <http://askmyprofessor.org/loan-sharks-land-grants/>, *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/loan-sharks-land-grants/>, and it provides links to the sources referenced in the article.]

The high cost of the crisis in higher education is being passed on to our students in the form of loans. These loans, used to finance college, shackle borrowers with debt for ten, twenty, sometimes thirty years or more, impeding both their own economic livelihood and those of others.

While the unprecedented amount of debt encumbered by the Millennial Generation has hindered their own economic prospects, and [those of the nation](#), their increased borrowing is simply a response to the outrageous price of higher education in the United States today.

Consider the fact that from 2003 to 2013 [tuition and fees](#) at four-year public institutions "rose at an average rate of 5.2% per year beyond inflation." When room and board are factored in, total charges at public four-year institutions grew faster than in either of the preceding decades.

Tuitions keep climbing, in part, because public funding for higher education in the United States has yet to rebound to pre-recession levels. [Arizona](#), for instance, has cut funding for public higher education by a third since 2009 (while tuition in the state increased 78% from 2008 to 2013).

Likewise, in [Massachusetts](#), state support for higher education has declined by 37% over the last five years, while tuition has risen at UMass campuses. Some historically black [land-grant institutions](#), created by the second [Morrill Act](#) in 1890, are awaiting millions of dollars in matching state funds owed to them from 2010 to 2012.

Budget cutting at this pace means that students are paying more than ever to go to college, whether they attend public or private institutions. As tuitions outpace inflation across the board, Millennials are forced to borrow more than their debt-ridden Generation X predecessors (many of whom are mid-career and still saddled with student loans).

On the campaign trail in 2012, [Barack Obama](#) even quipped:

"Check this out, all right, I'm the president of the United States. We only finished paying off our student loans about eight years ago. That wasn't that long ago. And that wasn't easy—especially because when we had Malia and Sasha, we're supposed to be saving up for their college educations, and we're still paying off our college educations."

At public institutions across the United States, 70% of students who graduate with a bachelor's degree incur student loan debt. [The Federal Reserve Bank of New York](#) reported this month that that debt now exceeds one trillion dollars and "remains the second largest source of household debt behind mortgages."

It seems preposterous that we find ourselves in such a position. Yet, [Duke University](#), for the sake of example, cost \$10,000 per year in 1984, but today that figure is a jaw-dropping \$60,000, which the executive vice provost calls a "discount" price.

Little wonder then that some Millennials are graduating with student loan debt equivalent to the purchase of a small home, condo, or apartment—before they enter the recession-addled job market. As a result, they are defaulting on their loans at a faster pace than the previous generation, as well.

Loan Sharks & Land Grants: Student Debt, Economic Recession, and the Millennial Generation (continued)

In the three years after repayment begins, 11% of borrowers at public institutions, and 7.5% at private colleges, [default on their loans](#). Making repayment even more costly, those saddled with \$40,000 or more of student loan debt are likely to “have private loans with interest rates of 8% or higher.” \$8.1 billion of them are now in default, partly because student loan debt is so difficult to reduce or eliminate through bankruptcy proceedings.

Economists are increasingly alarmed about the negative implications of [massive student loan debt](#) on the broader U.S. economy. The housing recovery has been hindered by a shortage of first time homebuyers. Many young adults simply cannot save enough money “for a down payment or qualify for a mortgage” any longer because of student loan debt.

Even so, the student loan industry remains profitable despite increasing defaults by debtors. According to the Associated Press, “the federal government is earning an estimated \$66 billion in profits from student loans originated between 2007 and 2012.” U.S. [Senator Elizabeth Warren](#) calls it “obscene” that the federal government is profiting “off the backs of our students.”

By way of conclusion, we should not neglect the role of administrative bloat in the skyrocketing cost of public higher education in the United States today. The American Institutes for Research (AIR) just released a study aimed at determining why “tuitions at public four-year colleges and universities have soared nearly 160 percent since 1990.” One of its key findings was that “growth in administrative jobs was widespread across higher education,” particularly among professional positions. The [Huffington Post](#), citing the American Institutes for Research and other sources, states the case in the starkest terms:

“In all, from 1987 until 2011-12 [...] universities and colleges collectively added 517,636 administrators and professional employees, or an average of 87 every working day.”

In light of the scandalous reliance on contingent faculty at colleges and universities, the [American Institutes for Research](#) concludes rightly that faculty salaries “were not the leading cause of rising college tuitions” over the past decade. Rather, increased “benefits costs, non-faculty positions added elsewhere on campus, declines in state and institutional subsidies, and other factors all played a role.”

So, what’s to be done? First of all, taxpayers, students, and parents should petition for increased federal and state funding for public universities. [Senator Kirsten Gillibrand](#) has proposed legislation (entitled the Federal Student Loan Refinancing Act) that would cap student loan interest rates at 4% and allow those with loans at higher rates to refinance (thereby lowering their repayment costs).

In addition to this important step, those currently borrowing to pay for school, repaying student loans, or already in default should insist on better terms for loan forgiveness, more flexible income-based repayment plans, and better financial counseling so that students can limit how much they borrow.

Finally, the well-documented growth of management and administration positions at American colleges and universities must be stemmed in order to keep tuition in check. Cost savings associated with streamlining the administration can be used to provide students with full-time, tenurable faculty to instruct them.

After all, why should college students [take out loans](#) to pay for the full-time professors that they are not getting? Today, more than 70% of faculty teach on a contingent and part-time basis—and that will change only when students, and their parents, insist on receiving more for their tuition dollars.

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!

UUP Meetings with Finalists in Chief Diversity Officer Search

UUP met with the finalists in the searches for Chief Diversity Officer. The purposed of these UUP dedicated meetings was to introduce candidates to the role of the union and to establish the foundation for a future working relationship. The Chapter was represented in these sessions by UUP Professional Vice President Norm Payne, Grievance Officer Mike Brown, and President Bill Simons. UUP thanks the following for their roles in facilitating the meetings: President Nancy Kleniewski, Senior Executive Employee Services Officer Lisa Wenck, Provost Maria Thompson, and Senior Staff Assistant Deborah Wolfanger.

UUP met with the following candidates: Oscar Mayorga, Shezwae Fleming, and Terrence Mitchell.



Dr. Gina Keel and the Labor Film Series: *Made in Oneonta*

By Rob Compton, Vice President for Academics

Sometimes, one pauses to reflect on working conditions in this country by looking back in time and comparing developments among countries. On March 13, 2014, Dr. Gina Keel, UUP Labor Film Series Director had a real treat for us. Made in Dagenham demonstrated how far and how little things have improved for working women.

Set in the United Kingdom's Ford plant in Dagenham in the 1970s, *Made in Dagenham* is an inspiring story of working class solidarity. Women employees had always been paid less than their male counterparts. As is the case today, equal pay for equal work remains an important issue. True to form Ford Management attempted to divide men and women, just like the employees union did. Courageous women collectively worked, against all odds to advance their interest despite feckless male union bosses and recalcitrant Ford management. Risking their jobs and income and inviting the specter of financial ruin due to loss of income, the women were able to change the opinion of their male counter-parts in the union. Rank-and-file members and several key leaders played an important role in the full equality policy position of the union in Dagenham. With the eventual help of a female Labour Minister of Labour, equal pay made major positive strides in UK. The protagonist of the film, Rita O'Grady, played by Sally Hawkins, played a credible role. It was powerful how her message of feminism resonated with sexist men, including her husband, when she appealed to working class and family values. Indeed, no family is better off, when a partner is oppressed in the labor market.



After the movie, attended by a handful of faculty and more than sixty students, Dr. Keel led the invigorating discussions with acumen and astute observations. Many of my students attended the film because we were discussion workers vs. owners and class consciousness in British politics for my introductory course. Students' were conscientized about class and gender issues thanks to Dr. Keel and the UUP Labor Film Series, *Made in Oneonta*.

Sumer is icumen in, / Lhude sing, “M’aidez”

By J McDermott, *Contingent Concerns Officer*



“Sumer is icumen in, / Lhude sing, cuccu”: thus begins the 13th c English round, which is perhaps the earliest example of six-part polyphony. It later evolved through the folk process into the traditional English and Appalachian folk song, “The Cuckoo”. In the 20th century, Ezra Pound wrote a parody, which opens “Winter is icumen in, / Lhude sing Goddamm”. But in 2014, when summer arrives, the cuckoo will be singing “M’aidez”... French for “Help me!”, its corresponding English phonetic expression “Mayday!” has become an international signal of distress.

May 1st, May Day, the first day of summer, is “International Workers’ Day” in scores of countries around the world. But that is not its official designation in the U.S. In 1921, May 1 was celebrated as “Americanization Day” by the Veterans of Foreign Wars and other groups opposed to the communism of the Russian revolution. In 1949 it became ‘Loyalty Day’, and nine years later President Dwight D. Eisenhower proclaimed May 1 ‘Law Day’ as well.

The official American day for its workers was shifted to September’s “Labor Day”, after many strikers were killed by government forces during the nationwide “Pullman railroad strike”. In the summer of 1894, Congress rushed legislation that made Labor Day a national holiday, and President Grover Cleveland signed it into law just six days after the strike ended. I guess if there was meant to be no honor in the workers’ deaths, at least there could be distraction. (Railroads and unions have an historic tie to Oneonta: eleven years earlier, in June of 1883, eight brakemen crowded into Delaware & Hudson ‘caboose No. 10’ to found the Brotherhood of Railroad Trainmen, the largest of the United Transportation Union’s predecessor unions. A similar car today resides in a glass cage in Neahwa Park.)

This year, the day’s focus is on academic contingent workers. Peter Brown, Mayday \$5K! Coordinator and UUP Chapter President at SUNY New Paltz, states the essential issue in his introduction to the “May Day Declaration”: “The Mayday Declaration on Contingency in Higher Education is part of the national Mayday \$5K! campaign ... launched in the spring of 2013. Its goal is to ensure educational quality, fairness and equity by improving the wages and working conditions of all contingent faculty in higher education. They are the majority of college teachers and currently number about one million, including part-time adjuncts and full-time lecturers not on tenure-track lines. The campaign welcomes the support of everyone, whether they are students, members of the general public or teachers, regardless of their employment status.” The campaign was endorsed by several unions and organizations, including New Faculty Majority: The National Coalition for Adjunct and Contingent Equity. The campaign has now been endorsed by UUP at both the state and local levels.

Buttons, fliers, and posters will be in evidence on this campus on May Day. If you haven’t already obtained any of these items, email the UUP Oneonta office at oneonta@uupmail.org and indicate your name and campus mailing address. And don’t forget to wear UUP red on May 1!

It's Jenny's Decision

By Jo Ann Simons, Disability Advisor to the Ruderman Family Foundation; and President and CEO, the Cardinal Cushing Centers



Jo Ann Simons

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

Note: This post was written just prior to Jenny's victory in court.

Margaret Jean Hatch (Jenny) should be able to make her own decisions instead of being placed under guardianship and having her basic rights trampled.

Jenny is a twenty-nine year old Virginian with Down Syndrome. Her story was [chronicled here](#) and this case has pitted her parents against her. The parents have asked the courts to intervene, declare Jenny incompetent and have requested full guardianship. They want to decide where Jenny lives and who she has as friends. In this case, it means they want Jenny to live in a group home with other persons with disabilities (and an agency chooses who her housemates are) and they want to decide who she sees. They want to strip her of her freedom to make choices and the ability to make her own decisions. Jenny is adamant about moving in with friends instead of living in a group home. This battle is being fought by lawyers in a Virginia courtroom instead of being led by Jenny in the home of her choosing.

The idea that individuals with intellectual disabilities should and can make their own decisions is not new. It is called self-determination. We have moved from the formally held belief that families and professionals should make decisions on behalf of persons with disabilities to the new paradigm that people with disabilities can and should make their own decisions. We believe that everyone can make their own decisions, including people with significant disabilities. Like the rest of us, they might require assistance from family, friends or professionals when confronted with a complicated decision. Everyday remedies are already in place to deal with complex issues and difficult decisions. There's overwhelming research that people with disabilities, especially those with Down syndrome, can live on their own or with minimal assistance and make their own decisions.

The laws of guardianship vary from to state. Many states allow for limited guardianship and even temporary guardianship. These features ensure that the specific needs of an individual are addressed, rather than taking all decision making capabilities away as in a full guardianship. For example, the Social Security Administration often requires a representative to receive, dispense and report on Social Security payments, often the primary financial resource of a person with a disability. In most hospitals, a health care proxy is required upon admission so that a trusted person is available to make decisions instantly.

We oppose guardianship in all but the most extraordinary of situations, and clearly Jenny does not in any way meet the level where full guardianship is required. There are other, less intrusive ways of providing support and assistance to individuals with disabilities.

In Massachusetts, a person with a significant disability does not have to be deemed "incompetent" in a guardianship proceeding to have access to assistance. An individual, like any of us, can designate a Power of Attorney and a Health Care Proxy. Massachusetts regulations allow for a person to be authorized to be an advocate. None of these require the involvement of the court and have no cost to establish.

We trust people to help us make choices all the time- why shouldn't Jenny be given the same latitude?

It's Jenny's Decision (continued)



Jenny- after her court case ended in victory.

Courtesy: The Washington Post

Jenny has a steady job, rides her bike around town, is described in court documents as having “good survival skills.” Her father lives out of state and her mother does not want Jenny to live with her. A group home may seem safer and provide them peace of mind but that’s not what Jenny wants. She wants to live in a smaller setting, with two individuals who want to share their home and friendship. They are also able to provide Jenny with the oversight and assistance she needs. It is not that group homes are bad places to live. We have learned that smaller settings are better, as they permit a natural inclusion into community life. We believe that a person with a disability ought to control all the aspects of their life- who they live with, when they eat and bathe, what leisure activities to enjoy and what time to retire at night. These small but significant decisions are usually not honored in a group home where the needs of the group outweigh the individual needs of one person.

There’s a fundamental shift underway in our country and it has already impacted the way states are providing residential services. The number of baby boomers, the growing population of people with disabilities (20% of the population, according to the US government), a shortage of care givers and Medicaid reform has shifted funding away from group homes towards supporting family care.

Despite all the advancements people with disabilities have made and the protections afforded them under the ADA, the way that guardianship is allowed to flourish in our country demands our attention. There are still too many professionals and some families who believe that every person with an intellectual disability should have a guardian, in spite of evidence that demonstrates that it is not necessary. People have a right to make bad decisions- people smoke, eat foods that are harmful, bike without a helmet and yet we do not appoint a guardian for them. People with disabilities are entitled to make their own decisions even when others think those decisions may be wrong.

We can’t judge whether Jenny or her parents are right about the best residential environment for her but we do know that Jenny should have the right to decide. The appointment of a guardian is not the proper way to make a determination in this case. The decision is Jenny’s and Jenny’s alone and if she makes the wrong decision, she will not have been the first to make a bad choice about roommates.

And she won’t be the last.

Jenny won her case in court. Learn more about [Justice for Jenny](#).

The Sable Arm of the Republic: Black troops in the Civil War

By John Thomas Hogle, Ph.D

[Editor's Note: The following is an adaptation of the presentation that Dr. John Thomas Hogle delivered at UUP Oneonta's Second Annual Lincoln Day Lecture on February 12, 2014. Professor and former Chair of Social Science (History and Government) at Morrisville State College, Dr. Hogle earned BA (Oswego State), MA (SUNY Plattsburgh), and PhD (University of Colorado) degrees in history. He is currently President of the UUP Morrisville Chapter.]

All members of the College and Greater Oneonta communities are invited to UUP's Second Annual Lincoln Day Lecture on February 12th at 12 Noon, Morris Complex. In this 150th anniversary year of Lincoln's re-election as president and defining Civil War policies, consideration of Lincoln's life and actions provides an opportunity for consideration of the relationship between race and labor to American national identity. Dr. J. Thomas Hogle, academic and activist, will deliver the 2014 Lincoln Day Lecture. He is a charismatic and protean speaker. Dr. Hogle's presentation is entitled "The Sable Arm of the Republic: Abraham Lincoln and the Creation and Use of Black Troops in the Civil War." Dr. Hogle will examine the evolution of Lincoln's thought and policies toward black soldiers in the Union army. Questions and discussion will follow the formal presentation.



Black Troops of the Massachusetts Fifty-Fourth Regiment and their Colonel, Robert Gould Shaw

Lincoln referred to Black soldiers as "the sable arm" of the republic. They constituted approximately 10% of the Union army and 10% of its casualties. Black troops participated in many notable engagements, including the costly beachhead assault on Battery Wagner in Charleston (SC) harbor. The history of the Lincoln presidency, Black soldiers, and slavery are intertwined. Lincoln's action and those of Black soldiers continue to resonate in U.S. race relations.

A veteran as well as a scholar, Dr. Hogle volunteered for military service during the Vietnam War. He saw combat in the Mekong Delta as an army infantry rifleman. Professor and former Chair of Social Science (History and Government) at Morrisville State College, Dr. Hogle earned BA (Oswego State), MA (SUNY Plattsburgh), and PhD (University of Colorado) degrees in history. Knowledgeable, significant, and accessible, Dr. Hogle is widely regarded as an excellent teacher and public speaker. He has lectured under the auspices of the New York Council for the Humanities. Extensive overseas teaching in Europe, the Middle East, Korea, and Japan reflect Dr. Hogle's global perspective. He is currently President of the UUP Morrisville Chapter. Through the years, Dr. Hogle has acquired extensive experience in legislative and public advocacy. Dr. Hogle epitomizes the scholar activist and will present a compelling analysis of the legacy of Lincoln and Black troops.

Union loses in 1862 were on a scale unimaginable to Americans in 1861. The battle of Shiloh, Tennessee, alone had resulted in more American dead than all the wars that the United States had fought until that battle and there would be four more battles as costly before the end of the year! President Lincoln was finding it increasingly difficult to muster the troops to pay the growing "butchers bill". The wave of patriotic emotion that lead tens of thousands of volunteers to rush into the Union forces had slowed perceptively. The Confederacy had already been forced to resort to a draft in 1862. Lincoln worried that such a call on his part would be met with hostility and open defiance in the Border States as well as the down state regions of Ohio, Indiana and Illinois. What to do?

The Sable Arm of the Republic: Black troops in the Civil War (continued)

There was, however, one untapped but available and eager source of men – Black Troops! Their issue had been mostly a problem for the President before September 1862. When General John C. Fremont had tried to recruit runaway slaves Lincoln replaced him. He told the editor of the New York Tribune, Horace Greeley, that the war was about saving the union not ending slavery. Still blacks poured into federal lines.

The President was forced by events into developing a new plan to win the war. In the face of persistent reports of British and French threats to recognize the Confederacy, Lincoln had to respond. He would elevate the war. No longer would it be just a war to save the union but also to end slavery once and for all in America. He had always hated the “peculiar Institution” now he calculated that as a war president he had the constitutional power to act. When the moment came, timing was everything, following the victory at the battle of Antietam the president acted. He announced The Preliminary Emancipation Proclamation. On January 1, 1863 any slaves in areas in rebellion would be free!

Since they remained under the control of Confederate forces they were certainly not free but they would be as soon as Union forces got to them, or more likely, they got to the Union troops.

Black troops had been fighting in the war officially or unofficially since the early days of the war. In October, 1861, black troops under the banner of Kansas militia fought a battle against Rebel troops in Western Missouri at a place called Island Mound. General Butler was using Louisiana black troops under the name “Native Guards”. Runaway slaves were being used to dig trenches and fortifications wherever they were available. In the summer of 1862, Congress passed a Confiscation Act that stated that any black man working for Union forces was entitled to rations and \$10. A month pay. However, when free blacks in the North tried to enlist to fight they were told that this was a “white mans” war and blacks were not wanted. That changed on January 1, 1863 when the Emancipation Proclamation went into effect.

Eventually 189,000 black men would serve in the Union cause. Early units fought under state flags. Kansas, South Carolina, Louisiana, Connecticut and Massachusetts. In 1863 the Union government took all of these units into the United States Colored Troops, Infantry, Cavalry and Artillery. Only Connecticut and Massachusetts Colored troops kept their state designations because they were recruited by abolitionist Governors with abolitionist majorities in their legislatures. All black troops served under white officers. Only about 80 black men were Commissioned Officers and they were mostly Surgeons and Chaplains. None reached a rank higher than Major.

Black troops were good soldiers. They trained hard. They prized their uniforms, often the first quality clothes they had ever owned. They were issued Springfield and British, Enfield rifles, as good as any supplied

The Sable Arm of the Republic: Black troops in the Civil War (continued)

soldiers on either side in the war. True, it was mostly good timing. By 1863 the union supply system had eliminated most of the shoddy supplies and suppliers. All federal troops were well armed and equipped.

Of the 179,000. Black troops and 10,000 sailors recruited, over 37,000. Were killed while serving. This was the highest casualty rate of any group in the Union army. 80% of black troops were former slaves. Only a minority of black troops were free men from the North. The 54th and 55th Massachusetts Colored Infantry regiments were recruited from all over the North and were justly famed for the fierce fighting they engaged in at Ft. Wagner, outside of Charlestown in July, 1863 and at Olustee, Florida in 1864. Although both battles were union defeats the courage and bravery of the troops engaged was widely and favorably commented on in Northern newspapers. When the white commander of the 54th Massachusetts, Colonel, Robert Gould Shaw, died in the assault at Ft. Wagner he was buried in a mass grave with his black troops. When his father was asked if he would prefer his son's body be reburied at home he said no. He wished him to lay with the men who he had fought and fallen with, nothing more or less.

Probably the fiercest battle between black union troops and white confederates was at a place on the lower Mississippi river called, Milliken's Bend, Louisiana in June, 1863. The black troops were runaway slaves who had only received their rifles in the week before the battle. A Brigade of Texans was trying to capture a federal supply depot they mistakenly thought was at the bend. Instead they ran headlong into three regiments of black troops who, although outnumbered, fought savagely and after being repulsed, counter attacked and ran off the rebels with heavy casualties on both sides.

By the end of the war Black troops had their pay raised to equality with white troops at \$13. Dollars a month. They were discharged and resumed their lives in a country that no longer enslaved them even if it did not honor them. President Lincoln had wished to give the vote to black veterans. He was proud of their service and believed it had played a vital part in the triumph of the Union. His assassination doubtless set back the cause of black civil rights generations. Still, many black troops were later awarded government pensions for their war service. Often it was the difference between an old age of moderate comfort rather poverty. Most were proud of their service. In the 75th anniversary celebration of the battle of Gettysburg, 40 black veterans marched with their fellow soldiers. They had struck a blow.

Chief Sources: Mark Lardas, *AFRICAN AMERICAN SOLDIER IN THE CIVIL WAR*, 2006; Eric Foner, *THE FIERY TRIAL*, 2010; James M. McPherson, *THE NEGRO'S CIVIL WAR*, 1965; and Noah Andre Trudeau, *LIKE MEN OF WAR*, 1998.

In Honor and Good Faith: The Life and Times of Carey Brush

By Bill Simons, Chapter President

One who has crossed the ocean remembers distinctly the impression made upon him by the first sight of land. After weeks of loneliness in the midst of only sea and sky, suddenly there looms before him land; his heart throbs and is keenly alive with interest in the great possibilities of that great shadowy form. Very much the same today are my feelings; I see possibilities full of promise: today we dedicate; tomorrow we change possibility into reality—the school of today—cold brick and stone—becomes the living heart of tomorrow.



Carey W. Brush, William F. Bruce, Olga Nelson, Evelyn R. Hodgdon
(1951 Oneonta)

At the September 4, 1889, dedication of the Oneonta Normal School, the institution that evolved into SUNY College at Oneonta, founding Principal James M. Milne, spoke the preceding words. Assemblyman Frank Arnold added: “The foundations of this institution are laid in honor and good faith.” The generations of SUNY Oneonta students, academics, professionals, administrators, alumni, and supporters are bound by those defining visions: “Possibilities Full of Promise” and “Honor and Good Faith.” From its dedication extending through the current *Possibilities full of Promise: The 125th Anniversary Campaign for SUNY Oneonta*, those declarations have animated the course of College history, tying together our past, present, and future. For nearly two score years, Carey W. Brush, during a critical passage in the College’s evolution, embodied, articulated, and burnished those principles.

In the high noon of the last century, Carey Wentworth Brush served the College as teacher, Director of Liberal Studies, Vice President for Academic Affairs, Acting President, and official historian. At the venerable age of 93, he died on December 29, 2013, and left a legacy that merits recounting.

A native of Bristol County, Massachusetts, located just north of Rhode Island, Carey was born on September 25, 1920. His father, Bartlett worked on and managed a dairy farm, and his mother, Zelda, taught English in the public schools. Carey graduated from the State Teacher’s College in Bridgewater, Massachusetts with a B.S. Ed. degree.

During World War II, he served as meteorologist in the Army Air Corps. Discharged in 1946, after four years of service, Carey embarked on a career in education. He taught social studies, history, and civics in the public schools of Gallup (NM), Manhasset (NY), and Cortland (NY).

As chair of the Cortland Junior-Senior High School Citizen-Education Department, Carey introduced student council election procedures that paralleled those employed in U.S. politics, conducted field trips to institutions of government, utilized role playing to engage students in the Constitutional Convention, and introduced students to the role of labor unions. Carey, at the time, was a Cold Warrior, as were most contemporary Americans, and, according to the *Syracuse Herald Journal*, he gave students “enough background on the teaching of Communism to be alerted for the false fronts under which Communist activities operate.”

During spring 1951, Carey first came to State Teachers College at Oneonta to teach a single semester on a fulltime bases. He returned to Oneonta several times to offer summer school courses. In 1958, Carey joined Oneonta’s Social Science Department and rose through the ranks in the years and decades that followed. Professor and Acting Chair of Social Science, first Director of Liberal Studies (1963), and Vice President for Academic Affairs (1970), he did stints as Acting President before retiring in 1989. It was under Carey’s watch that the College experienced its greatest period of growth and transformed itself into liberal arts institution.

The prime of Carey Brush took place when World War II veterans constituted a core component of the faculty and administration at Oneonta and other campuses. At Oneonta, Carey acted in concert with a number of civic-minded veterans, amongst them Ernie Goodman, Bob Doyle, and Hoyt Jackson. Beyond the classroom, they took progressive stands on campus and in the community. Carey wrote letters to the editor on issues on the day. He twice ran for the Oneonta

In Honor and Good Faith: The Life and Times of Carey Brush (continued)

School Board, winning one race and losing another. In 1960, Oneonta and the nation were more conservative on issues of race than at present. The great civil right victories were yet to come. If you want to know, what Carey Brush's core value were, read the paid ad below, from the March 29, 1960, issue of the Oneonta *Daily Star* with his signature.

Advertisement Advertisement Advertisement Advertisement

Daily Star March 29, 1960

TO ALL WHO CARE

We are concerned with the failure of adults in the North to see the significance of the demonstrations that have been carried out by Negroes in the South. We are even more troubled by the apathy of our community leaders in being unwilling to suggest means by which people of good will can help the courageous struggle that Negroes have begun to wage. To all who have been critical of the youth of our nation it is heartening to see that it is the Negro youth of the South who are in the forefront of the battle. In general they have done themselves proud in the manner by which they have held to their non-violent protests, often under much provocation by white elements who would like nothing better than to create violence.

Many of our readers will say: "Let the South alone; we must not push them." To this we would reply, in the words of James McBride Dabbs, plantation owner and life-long resident of South Carolina, "We move when we're pressed and we say it's a fine thing to do. The truth of the matter is that our conscience begins to work when you put enough pressure around it. It's not going to work entirely by itself." Others will ask, "Does not the owner of a store have a legal right to serve whom he chooses at his lunch counters?" To this we would reply with the words of Governor Collins of Florida: "... he has a legal right to do this. But I still don't think he can square that with moral, simple justice."

For us in the North to remain silent also assumes that the only people in the South desirous of change are the Southern Negroes. This is an injustice to many Southern Whites who favor change—not in the year 2060 but NOW. In the current crisis there have been white newspapers, white community groups and white college students in the South who have supported by word and deed the efforts of Negro students to eliminate discrimination at lunch counters.

So we say to Southern citizens and their leaders: now is the time to implement pious proclamations of brotherhood. Now is the time to stand up and be counted. Now is the time to pay our debt to millions of Negroes who for decades have been all too patient.

HOW? Here are a few suggestions. (1) Write letters to the national offices of variety store chains—Mr. Thomas J. Mullen, F. W. Woolworth and Co., Woolworth Bldg., New York City; Mr. Karl H. Helfrich, S. H. Kress and Co., 14 Fifth Avenue, New York City—expressing your displeasure of the actions of their stores in Southern cities and informing them that you personally will cease to patronize their stores until they open their lunch counters to Negroes in the South; (2) join or contribute money to the National Association for the Advancement of Colored People, 20 West 40th St., New York 18, to aid their legal counsel in their fight to appeal the arrests of over 1,000 Negroes; (3) join or contribute to CORE, 38 Park Row, New York City, which is guiding Southern Negroes in their application of Gandhi's non-violent techniques; (4) write or wire Southern governors (Gov. John Patterson, Montgomery, Alabama; Gov. Luther Hodges, Raleigh, N. C.; Gov. Ernest F. Hallings, Columbia, S. C.; Gov. Buford Ellington, Nashville, Tenn.; Gov. J. Lindsay Almond, Jr., Richmond, Va.; Gov. Ernest Vandiver, Atlanta, Ga.) protesting their actions in regard to Negro demonstrations; (5) write or wire congratulations to Gov. LeRoy D. Collins, Tallahassee, Fla., for his courageous statement that variety stores in Florida should either close their lunch counters or open them to both white and Negro patrons; (6) write or wire your Congressman, Samuel S. Stratton, and/or your Senators, Jacob K. Javits and Kenneth Keating, asking them to take action to insure that the freedoms our forefathers fought for will be respected in Southern states; (7) write or wire the presidents of Negro colleges informing them that you support the demonstrations that their students have been making.* (8) write or wire the President of the United States expressing displeasure with his failure once again to take a stand on the moral issues basic to the treatment of Negroes in the South; (9) contribute money to the Southern Regional Council, 63 Auburn Ave., N. E., Atlanta 3, Ga., the leading interracial organization in the south; (10) ask that your church, service club, trade union, fraternal organization, or veterans organizations, acting as a group, take any or all of the foregoing steps.

None of these suggestions take the courage or require the sacrifice that thousands of Negroes display each day in the South. Dare we not do this little to give evidence of our active concern for the brotherhood of man?

*Rock Hill-Friendship Junior College, and Clinton Junior College, both in Rock Hill, S. C.; Alabama State College, Montgomery, Ala.; Florida Agricultural and Mechanical College, Tallahassee, Fla.; Virginia State College, Petersburg, Va.; John C. Smith University, Charlotte, N. C.; North Carolina Agricultural and Technical College, Greensboro, N. C.; Kittrell College, Kittrell, N. C.; Tennessee State Agriculture and Industry University, Nashville, Tenn.; Winston-Salem Teachers College, Winston-Salem, N. C.; Allen University, and Benedict College, both in Columbia, S. C.; Virginia Union University, Richmond, Va.; Texas Southern University, Houston, Texas; Fisk University, Nashville, Tenn.; and North Carolina College, Durham, N. C.

Robert H. Bohike Carey W. Brush James P. Burling John G. Careccio G. Hall Chass A. William Clark Richard M. Clark Martha L. Corry E. Lewis H. Curtis	Margaret Damaschke Vladimir deJasovoy Robert E. Doherty Robert D. Doyle Jolita Erslund Richard G. Frost Robert D. Grosshans Katherine E. Holbhin Evelyn R. Hodgdon William B. Fink	Donald F. Jalbert Han Kyo Kim Dorothea E. Krivichel Donald F. McAvoy Mary Namikel Robert M. Porter Maynard G. Redfield Robert W. Rounds Dorothy Ryndes J. Albert Wibertey	David A. Shafer Richard K. Siegfried Edward B. Tribe Sr. Hannah G. Yager Albert H. O'Bryant Mathilde O'Bryant Ruth Goldsmith Anne E. Crystalsale Gertrude W. Rounds
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In Honor and Good Faith: The Life and Times of Carey Brush (continued)

Some of the Ivy Leaguers—and the College had several in those days—occasionally made pointed reference to Carey's doctorate from Columbia Teacher's College. Truth be told, Columbia Teacher's College, as with his veterans' group, provided Carey with a network of forthright, liberal, and dedicated cohorts. Like Carey, the Columbia Teacher's College faction did their apprenticeship in high school classrooms and valued their continuing ties with K-12 education. Bert Fink, Jay Pawa, Joan Iversen, and Erling Hunt formed Carey's Columbia Teacher's College associates, and they all figured large in campus life—and in the History Department.

Carey retained his ties to the discipline of history even as he climbed the administrative ranks. Through the years, he continued to teach a small seminar on Civil War and Reconstruction. Carey wrote the two-volume history of the College, *In Honor and Good Faith*, with a tip of the hat to Glenn Mayer's substantial assistance on the second work.

Samuel Eliot Morison or Laurence Veseley to the contrary, most college histories are superficial and triumphal. Carey's tomes are substantive as was the man himself. The first volume of *In Honor and Good Faith: A History of the State University College at Oneonta New York*, published in 1965, coincided with the 75th anniversary of the College. Copious endnotes evidence the documentation. Curriculum change, rather than presidential administrations, provided organizational structure for the initial book.

Leaving off where the first book ends, the second volume, *In Honor and Good Faith: Completing the First Century, 1965-1990* concerns the transformation of Oneonta from a teacher's college into a multipurpose institution. Writing in chronological proximity to events in which he participated complicated Carey's synthesis and analysis. Carey touches upon the founding of UUP but deals with the union's subsequent evolution by ellipsis. As "the leader of the Fathers' Rights Group" (p. 337), I found the section on that group's origins less than definitive. Nonetheless, as with the first volume, there is much to commend in *Completing the First Century, 1965-1990*.

Carey was unpretentious in dress, manner, and personal relations. Even when he moved from 18 Ford Avenue in Oneonta, to the large, historic Federal Style, Greystone house at the corner of Fair and Lake streets in Cooperstown, he still raked his own leaves and took time to chat with a young assistant professor about baseball. Carey possessed common sense, fairness, and good judgment about people and proposals. He worked long and hard. Solid of stature and character, Carey was built to last. Professionally centered, Carey made decisions and took responsibility for them. Under Carey, the size of the administration and the range of assessment activities were no more than absolutely necessary. A no-frills guy whose pockets doubled as an informal filing cabinet, he knew the realities of College personalities, practices, and outcomes.

Ed Wesnofske, former Chair of the Sociology Department and past President of UUP, sat across the table from Carey Brush at many a Labor-Management Meeting. Not given to hyperbole, Ed's reflections are all the more notable for that quality:

Carey Brush was part of the World War II generation at the College who, when they came out of the service, felt that the fight for democracy meant active engagement in community affairs and service, speaking forthrightly in public for the principles of a progressive American civilization and society, and fair play for all.

As an administrator at the College during a dynamic time punctuated by assertive student protest, rapid changes in student and academic culture, Carey Brush exhibited balanced and non-emotional judgment. He worked effectively as a campus leader.

In his manner, he was unassuming and never needed a raised voice to get his point across.

Ninash Foundation Annual Report: 2013—2014

By Dr. Ashok Kumar Malhotra, Distinguished Teaching Professor, Philosophy; Founder and President, Ninash Foundation; and UUP Oneonta, Vice President for Academics Emeritus

During December 2013 and January 2014, Dr. Ashok Kumar Malhotra, Founder and President, visited Ninash's five schools in Kuran (Gujarat), Mahapura (Rajasthan) and Dundlod (Rajasthan). While visiting the Indo-International Culture School in Mahapura and Indo-International (now called READS Higher Secondary) School in Dundlod, he was accompanied by Mr. Jay Davidson, a former student from SUNY Oneonta and a retired teacher from San Francisco. During his visit to the Indo-International Schools in Kuran, Dr. Himmet Patel (Retired Professor of Economics, Sardar Patel University) and Mr. Rajendra Patel (Water Harvesting Specialist from Gujarat) joined him to help provide information to the Village Council of Kuran on adequate supply of clean drinking water throughout the year.



Ashok Malhotra, left, and Jay Davidson (former SUNY Oneonta Student and retired teacher), center

While visiting the various schools, Ashok gave half a dozen lectures, did yoga and Bhangra dance with children and teachers. Though all the 1200 children and 60 teachers were doing good to an excellent job, Ashok encouraged the teachers and principals in each school to keep up with the excellent work they had been doing.

Highlights: Visit to Ninash Foundation's Five Schools

Indo-International School in Kuran-----January 8-11, 2014

1. Students performed dances and music as well as recited poems and gave speeches in Kachhi (local dialect), Gujarati (regional language), Hindi (national language) and English (international language). It was a heart-warming experience to see these children, who spoke only Kachhi in 2001 before the school was built, were now proficient in these four languages of their motherland.
2. Visited each classroom where children showed their skills in poetry, singing, arithmetic, English and computer.
3. Visited various homes where the children lived and specifically interviewed the parents and family of Sacuba, a female student, who has been handicapped (unable to use her arms and hands) since birth but is still using her toes/feet to do all her home work including the use of computer. We tried to get all the information on her situation so that we could get a sponsor to help her get the medical treatment/surgery, which might restore the use of her limbs so that she could have a normal life.
4. Brought in a Water Harvesting specialist Mr. Rajendra Patel to hold discussions with the Sarpanch (Mayor), Panchayat and people of the village to help them with obtaining water through one or all of these three ways: (1) building a water well, (2) rain-harvesting, and (3) water-filtration system.
5. Discussions were also held regarding constructing a new elementary school building next to the present one. The state of Gujarat regards the present school in Kuran as an example of venture into spreading literacy among the remote villages of India and thus will be providing funds to build this new school building.
6. A new library building for Bertil Gejrot was being completed to house poetry books along with other books and magazines as well as local news papers. Each classroom has a mobile book shelf built to hold poetry and other books for children. Outside the library, a bulletin board will be placed where a new poem will be written offering an elevating thought/idea for each day.

Indo-International Culture School in Mahapura-----January 13-15, 2014

1. Jay Davidson (former SUNY Oneonta Student and retired teacher from San Francisco) accompanied Ashok to the Indo-International School in Mahapura where children performed dances, music and skits relevant to national integration, environment and education. I joined in the performances by doing Bhangra Dance with the children.

Ninash Foundation Annual Report: 2013—2014 (continued)

2. Visited all the classes from kindergarten to 9th grade. Held discussions with the children and teachers about the content of each course.
3. Held discussions with the teachers so that they could start learning English at a fast pace through watching English news each day for 15 minutes, reading the headlines on the English news papers, learning five new words of English each day, using them in a sentence, speaking to each other in English for 15 minutes each day, learning from the other teachers how to speak English during the tea break etc.
4. Held discussions on becoming computer literate so that teachers could teach this skill to their students making possible for the children to communicate with the school children in Oneonta and USA through the internet.
5. Asked the teachers to meet with the families of children in the community to recruit more children.
6. Suggested a monthly parent-teacher gathering with food and discussion of the importance of education.
7. Recommended a yearly program where parents and community are invited to attend the annual function organized by the school.
8. Recommended the creating of signs for the school and putting them at the three crucial spots in the Village of Mahapura to guide visitors to the school.
9. Bertil Mobile Library: Each classroom has a mobile book shelf built to hold poetry and other books for children. Outside the existing library, a board will be placed where a new poem will be written offering an elevating thought/idea for each day.
10. The Artisan Wing to be used for painting and other creative activity sessions. Pushpendra Singh should conduct a session at least once every two weeks to show to the children how stained glass windows are created starting with glass cutting and pasting etc. The event should be open to the members of the community!
11. As a tour guide, Pushpendra Singh should make a visit to the Indo-International Culture School as part of his tour routine.

Indo-International School in Dundlod now called READS Higher Secondary School-----January 15--20, 2014

1. Jay Davidson and Dr. Ganga Singh accompanied Ashok to the Dundlod School where children performed dances, music and skits relevant to national integration, environment and education. Ashok joined in the performances by doing Bhangra Dance with the children.
2. Visited all the classes from pre-kindergarten to 12th grade. Held discussions with children and teachers about the content of each course.
3. Held discussions with the teachers so that they could start learning English at a fast pace through watching English news each day for 15 minutes, reading the headlines on the English news paper, learning five new word of English each day, using them in a sentence, speaking to each other in English for 15 minutes each day, learning from the other teachers how to speak English during the tea break etc. George promised to hold a Saturday class for the teachers teaching them how to speak and become fluent in English. Teachers should encourage children to speak English as much as possible during the class.
4. Held discussions on becoming computer literate so that teachers could teach this skill to their students making possible for students to communicate with children in Oneonta and USA through the internet.
5. Met with 30 former student alums, who joined the school during 1996-2000 and graduated in 2011/2012/2013. All of them were either going to college or a few joined the Air Force or some running their private businesses. It was a heart-warming experience to learn that 17 of them were doing their B Com degrees (equivalent to BS in Business), two going to medical College, two already teaching, two were part of the Indian Air Force, and a number of them going for secretarial jobs; and a couple had their own business.
6. Jay Davidson and Ashok visited the two-room school in the Village of Dundlod where the first Indo-International School was started in 1996. On our way back, they also visited the family of Feisal and his two sisters who were the first three students when the first school began. Feisal had his private business where he owned and drove a taxi to take tourists all around the country whereas his two sisters were married and busy with raising their families.
7. Bertil Mobile Library: Each classroom has a mobile book shelf built to hold poetry and other books for children. Outside the existing library, a board has been placed where a poem is written offering an elevating thought/idea for each day.

Ninash Foundation Annual Report: 2013—2014 (continued)

8. A new Ninash Playground was inaugurated. It will be used for sports and games as well as a recreational area during recess and after school hours. The new playground covers the entire area behind the school, which was leveled and a new wall outlining it was created.
9. An East West Garden was also inaugurated where many flowers, variety of plants and trees along with grass were planted, making it a tiny oasis in the middle of the desert.
10. George got built a Guest House for future students/faculty/community for their visit to Dundlod during their internship or faculty exchange program or as participants of the SUNY Learn and Serve Program.

CURRENT AND FUTURE PROJECTS:

A. INDO-INTERNATIONAL SCHOOL----KURAN

1. A new library building for Bertil Gejrot is being completed to house poetry books along with other books and magazines as well as local news papers. Outside the library, a bulletin board will be placed where a new poem will be written offering an elevating thought/idea for each day.
2. During March 3, 2014, soil for water will be tested to check the possibility of digging an electrically operated well to supply sweet or drinkable water to the entire village.
3. The Village Panchayat will present an estimate on expenses for building two ponds in the ground to harvest rain water (March 2014).
4. The Village Panchayat will present an estimate on expenses for building a room to install a water filtration system to supply clean water to the village (March, 2014).
5. A new road connecting the Indo-International School to the main road is being built during spring 2014.

B. INDO-INTERNATIONALCULTURE SCHOOL----MAHAPURA

1. Bertil Mobile Library: Each classroom has a mobile book shelf built to hold poetry and other books for children. Outside the existing library, a board will be placed where a new poem will be written offering an elevating thought/idea for each day.
2. Recommended to the principal and teachers to write a petition to the Sarpanch (Mayor) of Mahapura for building a brick or cemented road from the main road to the Indo-International Culture School.
3. Buying I pads for teachers who master computer skills as well as master the speaking of the English language.
4. Discussed the possibility of building a guest house on the premises of the school!

C. READS HIGHER SECONDARY SCHOOL (Formerlycalled INDO-INTERNATIONAL SCHOOL)----DUNDLOD

1. Bertil Mobile Library: Each classroom has a mobile book shelf built to hold poetry and other books for children. Outside the existing library, a board will be placed where a new poem will be written offering an elevating thought/idea for each day.
2. Buying I pads for teachers who master computer skills as well as master the speaking of the English language.
3. Discussed the possibility of building teachers quarters across from the school on a land that belongs to the school. This will help lure highly trained teachers from other areas as well as retain them longer.
4. Discussions with the Sarpanch (Mayor) about repairing the road leading from main road to the Dundlod School.

D. WAYMADE ELEMENTARY SCHOOL FOR TRIBAL CHILDREN: SAGBARA (GUJARAT)

1. Inspired by the Ninash's School Project, Narendrakumar, professor of Social Work at Sardar Patel University in Anand, Gujarat started a school for the Tribal Children, He requested for financial assistance to build a new school building with ten rooms. The cost ranges from \$10,000 to build a room to \$100,000 to build the entire school. He requested assistance from the Ninash Foundation to build from one to ten rooms.

Since these Indo-International schools serving the underprivileged minority children of India depend on the contributions from the generous donors, your tax-deductible donation can be sent to the Ninash Foundation, 17 Center Street, Oneonta, NY 13820, USA or visit the website at www.ninash.org and donate through PayPal.



Ashok doing Yoga with children at Indo-International Culture School

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