



The Sentinel

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UUP - Oneonta

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I object to violence because when it appears to do good, the good is only temporary; the evil it does is permanent. - Mahatma Gandhi

Coalminer's Granddaughter: Grievance Officer Renee Walker

By Bill Simons, Chapter President

We can change many things, but not our history. The past, particularly family culture, resonates across the generations. The family history of Renee Beauchamp Walker is tied to the anthracite coalmining region of eastern Pennsylvania. Renee Walker is the granddaughter and granddaughter-in-law of coalminers. Her maternal grandfather first descended into the mines at age thirteen. A great-grandfather was killed in a coalmining accident. Born in Allentown, Pennsylvania, Renee grew up in the small town of Orwigsburg, just outside of Pottsville. By car, notes Renee, "That is about one-and-a half hours south of Scranton." In this region, hard and very black anthracite coal led earlier generations of Renee's family to difficult and dangerous work in the mines. She knows the history, and she knows that a great-grandfather, a grandfather, and a grandfather-in-law sought a better life by joining the United Mine Workers of America. A grandmother, who worked for forty-three years in a garment factory, belonged to the Amalgamated Clothing Workers. "I really do come from a union family," observes Renee. Her own prior work experience at the University of Tennessee educated Renee to the realities



of working on a campus without a strong union. Renee's commitment to the union movement is authentic and visceral. UUP Oneonta is proud to welcome Dr. Renee Walker, Assistant Professor, Department of Anthropology, as our new Grievance Officer.



Renee, second from right, with students, standing on top of a pyramid temple at Lamanai, Belize.

During Paul Conway's upcoming year-long sabbatical, Renee will serve as Grievance Officer. Paul, my friend and baseball compatriot, has, for the past three years, done a superb job as Grievance Officer, and will return to the UUP Executive Board upon his return. Renee will do an equally superb job. The Grievance Officer has an important and demanding job. UUPers contact the Grievance Officer when they believe that their contractual rights have been violated. Sometimes the aggrieved are

correct in their assessment of contractual rights violated; sometimes they are not. Not infrequently, those who contact the Grievance Officer are in difficult emotional straits. Thus, the Grievance Officer is often dealing with

individuals with multiple and serious problems. Despite the intensity of such sessions, the Grievance Officer must listen, elicit relevant information, and respond with tact and discretion. Confidentiality is maintained, and professionalism is leavened with compassion. Through UUP training workshops and study of the contract, Paul was — and Renee will be — well trained. Should the Grievance Officer have any questions, Labor Relations Specialist Dennis Selzner will be contacted. It is the Labor Relations Specialist who ultimately decides if a complaint qualifies under the contract as a grievance and, if it does, handles the appeals process. Nonetheless, many situations are assessed by the Grievance Officer. In the real world, most resolutions are in shades of grey, and the Grievance Officer functions in a demanding and stressful environment. Upon the Saturday, May 20th commencement, Paul will begin his well deserved sabbatical, and Renee will formally assume the position of Grievance Officer. She may be reached at 436-3346 or at walker@oneonta.edu. The position of Grievance Officer is not easy, but make no mistake, Renee Walker will do an excellent job.

Renee bears a resemblance to the young Jane Fonda, and she possesses a physical sturdiness. Several times a week, Renee lifts weights and does aerobic workouts. Although her Salsa dance class may not count as preparation for field work, Renee's exercise regimen is serious — as is her physically demanding field work. From climbing a pyramid temple in Belize to excavations of canid skeletons at Dust Cave, Alabama, she confronts physical and intellectual challenges in her work. Indeed, there are resonances of the coalmine in Renee's cave work. UUP reminds its members that first comes family, second comes the job, and third comes

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the union. Unless we live balanced lives, we are poor role models for our children and for our students, and we have a right to full lives. Renee possesses this balance. She is devoted to her extended and nuclear family. Six-year old daughter Bridget Marie Walker, a first grader, is “definitely a ballerina,” and husband Charles Walker, a Computer Technician, works for ONC BOCES. These ties undoubtedly contribute to Renee's remarkable centeredness. Eschewing hyperbole and the gratuitous, Renee is pragmatic, intelligent, resourceful, resilient, courageous, and idealistic. Moreover, Renee Walker is an extraordinary teacher and scholar who's contributed exceptional service to the campus and community.

Renee is emblematic of the type of leader that UUP Oneonta's New Solidarity has recruited over the past three year. Like Rob Compton, Tom Horvath, Richie Lee, Nancy Cannon, Teri Weigl, Janie Forrest-Glotzer, V.N. Shastri, Jim Greenberg, Ricky O'Donnell, Gina Keel, and so many more of UUP's emergent leaders, she is young and exceptional in her professional work. Renee's seminal 1998 Ph.D. dissertation from the University of Tennessee examines “Late Paleoindian through Middle Archaic Faunal Evidence from Dust Cave, Alabama.” Her significant SUNY Oneonta service is far too extensive to do more than note a few representative activities, such as Chair, Institutional Review Board; ERRFT Committee; College Senate; Provost's Advisory Committee; and Anthropology Club Co-Advisor. At Oneonta, Renee's diverse courses, including Introduction to Archaeology, North American Archaeology, Mesoamerica Archaeology, Cultural Anthropology, World Culture, Old World Prehistory, Archaeological Field and Laboratory Methods, Belize and the Mayan Culture, and Issues in Anthropology, are well enrolled and highly rated. A plethora of grants, awards, presentations, and reports documents vital scholarship. Renee's prolific and protean publications have appeared in numerous books and journals, including the *Journal of Alabama Archaeology*, *Integrating Archaeological Demography: Multidisciplinary Approaches to Prehistoric Population*, *Southeastern Archaeology*, *Current Research in the Pleistocene*, *Assessing Season of Capture, Age and Sex of Archeofaunas: Recent Work*, *Midcontinental Journal of Archaeology*, *Seeking our Past: An Introduction to North American Archaeology*, *Sustaining Appalachia's Environment: The Human Dimension*, and *Bones as Tools: Archaeological Studies of Bone Tool Manufacture*,

Use and Classification.

A mere compilation of achievements, however impressive, fails to do justice to the vital contributions Renee renders through her outstanding teaching, service, and scholarship. Given her stellar background, talent, and dedication, Renee Walker will, most assuredly, serve with distinction as chapter Grievance Officer.

Some Thoughts on Assessment and Academic Freedom

By John Relethford, Distinguished Teaching Professor, Department of Anthropology

According to news reports (March 31, April 10) from the online version of the Chronicle of Higher Education, assessment and accountability have been hot topics of discussion in recent meetings of the Commission on the Future of Higher Education, including discussions of standardized tests for comparative purposes. Although I can identify positive results from assessment efforts, I also worry about the potential impact of mandates and standardized forms and tests, particularly on academic freedom.

I am not opposed to assessment. Like all professors, I assess student performance in a variety of ways, including exams, research papers, book reviews, labs, and homework assignments. The exact means of assessment in each class depends on the nature and size of the class and the learning goals specific to that class. I try new approaches over time, read articles and books on different approaches to teaching and testing, and talk to many colleagues about their experiences.

It is true that I am uncomfortable with mandated assessment on a larger scale, and am not interested personally in comparisons on standardized tests across faculty, departments, or colleges, either as a SUNY faculty member or as the parent of a SUNY student. Such standardized assessment is rapidly becoming a reality,



My main concern is the potential for such activities to intrude on academic freedom.

however, and we must be vigilant in considering the potential impact of such measures on our teaching. My main concern is the potential for such activities to intrude on academic freedom. My view is that any assessment plan that specifically mandates the nature of grading in an individual course is a violation of the principles of academic freedom, which include freedom of grading. In their report on censure of Benedict College in South Carolina, the American Association of University Professors notes that, “The freedom to grade one’s students is an essential part of the ‘freedom in the classroom’ that the 1940 Statement of Principles on Academic Freedom and Tenure ensures college and university teachers.” (www.aaup.org/Com a/Institutions/benedict.htm). Although the Benedict College situation specifically involves an institutionally mandated grading scheme (specific weights were to be used for student effort as well as performance), I would argue that the general principle of freedom to set the mode and nature of grading in a course is the responsibility of the individual instructor and falls under the protection of academic freedom.

Although I think it appropriate in general to ask professors to provide information regarding how they assess various learning outcomes in their classes, it may not be appropriate to mandate a specific type of assessment if the implementation of assessment dictates or otherwise affects one’s decisions regarding grading. An example of this problem is the forms for assessing General Education courses listed in Appendix L of the Faculty Handbook. The first part of these forms asks for information on how different learning outcomes will

be assessed, such as multiple choice exams, essays, and other measures. This general request is straightforward and reasonable—how does assessment take place in the course? The form also specifies that, “At least two measures are required for each outcome listed in the grid.” In my view, this is intrusive, as the assessment form dictates how assessment will take place in any specific course.

At present, I would have no trouble complying with the mandate as I currently use two different forms of assessment in my 100-level General Education course—multiple-choice and short-answer questions. Suppose that I decide to base course assessment entirely and exclusively on essay exams? The question of whether this is a good idea or not from a pedagogical and practical level is something I would have to wrestle with, and something I would probably research and discuss with others. In this case, by relying entirely on essays I would be in violation of the “two measure” mandate. In order to comply, I would have to alter my course assessment (and by extension my course structure), which to me is a violation of the principles of academic freedom. Oh sure, I can figure several ways around this particular problem in order to comply with the mandate, but the point is that I shouldn’t have to.

To be honest, I don’t think the “two measure” mandate is a problem in and of itself, but it does set a dangerous precedent and opens the door to other potential problems down the road. Likewise, so does any call for course-embedded assessment if it specifically mandates the mode of grading and/or can affect the mode of instruction. The specifics of assessment should not be implemented in any way that costs us our academic freedom. The College Senate recently passed a resolution that calls for assessing critical thinking “in upper division general education courses using the rubrics and standards of the Discipline-Based Panel on Critical Thinking.” (Minutes of February 13, 2006). As we struggle with how this resolution should be implemented specifically, we need to keep the core principles of academic freedom in mind. It is a reality that we are living in a world where assessment is mandated increasingly, and we therefore need to remain watchful. Like most freedoms, academic freedom is something difficult to get back once you’ve given it away.

Why We Must be Diligent and Apply for Course-load Reductions: Course-load Release = Increased Productivity

By Rob Compton, Vice President for Academics

Like many of my colleagues, I pride myself in being accessible to my students, providing the College community with service, and teaching my classes knowing that I am well versed in developments in my field. At the institutional level, we are all cognizant about our quest to be not only a College of choice, but the Geneseo of the East. We are making great progress and I am proud to be a faculty member at Oneonta. However, I see many of my colleagues struggling to conduct meaningful research and simultaneously teach four classes a semester. The difference between a three-course load and a four-course load is the difference between the ability to conduct sustained serious research or to publish piecemeal works that often result from trying to satisfy competing demands. Candidates for faculty positions will often say that the difference between a three-course load and a four-course load determines whether they would be willing to accept a position. Furthermore, institutions such as the College at Oneonta are demanding, and rightly so, sustained research from its faculty members.



The Administration recently began to address course-load reductions for those conducting significant research, service, or teaching of large classes, having heard our calls about excessive workload as shown in our Workload Survey and in the Administration’s Recruitment and Retention survey. The results of both surveys point out that balancing all aspects of our professional and personal lives is a major challenge. The issue of workload was developed by UUP Oneonta’s Workload Committee and became one of the primary issues of our Labor-Management discussions. In addition, UUP conducted a series of informal talks to address this

issue. It was the support, encouragement, and unambiguous statements made by our members that initiated and continues to guide our purpose.

The next five years will determine what type of institution we become. We share the Administration's pride in the development of SUNY Oneonta into a highly selected College. In particular, we concur with Administration's view that the quality of newly-hired faculty over the past five years, coupled with our seasoned veterans who provide mentoring roles to the new faculty, have been a foundation in our climb in national rankings and statewide reputation. We laud the Administration's decision to be proactive in resolving the workload problem by implementing and publicizing the Courseload Reductions.

In our recent Labor-Management Meeting, we questioned Management about the number of applications received and granted for course-load reductions under the criteria noted in the Faculty Handbook. Management's response was that 8 out of 11 applicants received course-load reductions. At this time, we are convinced that the President and Provost see this issue as a major initiative to increase scholarly output and service to the College, and that appropriate resources have been and will continue to be allocated toward this program. While UUP intends to continue to monitor the progress of course-load reductions, it is critical that faculty who believe that they are deserving of a reduction apply. In return, the College will benefit from the more balanced productivity of the College faculty.

We laud the Administration's decision to be proactive in resolving the workload problem by implementing and publicizing the Courseload Reductions.

UUP urges full-time faculty to examine "appropriate justifications" for course reductions. Full-time faculty who meet these "appropriate justifications" should, without hesitation, apply for course reductions. The Faculty Handbook enumerates "appropriate justifications" for course reductions, and further states that these reductions "may be authorized when recommended by the Department Chair and approved by the appropriate Dean." According to the Handbook, "appropriate justifications" may include, but are not limited, to the following:

- A. Exceptional involvement in specific instructional activities, such as preparation of a new course, the revision of existing course materials, involvement in the development or instruction of new academic programs, or the instruction of graduate level courses;
- B. Exceptional involvement in a specific program of research and scholarly activity;
- C. Exceptional involvement of specific service activities, such as assignment of special college projects or committees;
- D. Involvement in professional development activities, such as training for another specialty area or to address departmental needs;
- E. Administrative assignments, such as service as department chair or designation as program or area director;
- F. An exceptionally heavy workload in teaching assignment, due to reasons such as participation in courses with large class sizes resulting in unusual time commitments, such as assignments that generate a total of 375 credit hours or more;

G. Supervision of internship activities for a program or department;

H. An unusually high teaching load or other assigned professional responsibilities in a previous semester or planned for a subsequent semester;

I. Other assigned professional responsibilities or scholarly activities as deemed appropriate.

Labor-Management Meeting Notes: 10 April 2006

By Tom Horvath, Secretary, UUP Oneonta

For Management: Alan Donovan, Dan Larkin, Lisa Wenck, Steve Perry, Leif Hartmark

For UUP: Bill Simons, Tom Horvath, Norm Payne, Janie Forrest-Glotzer, V. Shastri, Dennis Selzner, Rich Tyler, Rob Compton, Nancy Cannon, Fred Miller, J McDermott



The meeting was opened at 3:04 PM, and UUP and Management welcomed each other to the table with holiday well-wishes and introductions of those in attendance.

I. Proposal for UUP, Administration, and Student Collaboration for Spring 2007 Advocacy Efforts for a Strong SUNY budget

UUP remarked that they would like to see cooperation between UUP, Management, and students when it comes to advocating in Albany for strong SUNY budgets in the future. Other campuses (e.g., Binghamton and Stony Brook) have coordinated efforts in this regard and, since everyone's interests are at stake, a strong united presence would send a stronger message from our campus. Management remarked that they would take it under advisement.

II. Passover 2007 and Spring 2007 Calendar

UUP questioned if classes would be scheduled for the first two nights of Passover, April 2 and 3, 2007. Management replied in the affirmative, stating that classes would be held that full week. They have received e-mails expressing concern about this issue, and the Chair of the Calendar Committee will bring the issue to the Committee in the upcoming meetings. UUP formally requested that the spring 2007 calendar facilitate the observance of this family and home-based religious holiday.

III. Fall 2006 Applications for full-time faculty course load reductions under "appropriate justifications" in the Faculty Handbook

UUP asked how many applications have been submitted under the course load provisions. Management answered eleven. UUP asked how many of these applicants received reduced teaching loads. Management responded eight. UUP asked for clarification as to whether the reason that proposals were rejected was because approval might set a precedent. To Management's knowledge, this was not the reason for any rejections, and that the applications were reviewed for approval by the appropriate Deans. It may be that the appropriate Deans have decided that 'for the good of the College' the proposals were rejected, not because the applicant did not qualify for a teaching load reduction. Management assured UUP that all Deans are aware of the procedures outlined in the Faculty Handbook. Approvals for teaching load reductions have been granted by all three academic Deans.

IV. Discretionary Salary Increases (DSI)

UUP reported on the DSI survey that it conducted. The results indicate a lack of information and consistency

across the campus in regards to the process of applying for and receiving DSI. 39% of respondents never received a notice of the application process. Some DSI recipients were unaware that they were being considered, in addition to not being aware of how the process actually works. Full results of the DSI survey will be shared with Management. Management also repeated that for 2006-2007, all employees will receive notification in their mailbox regarding the process, and that the information will be disseminated in a timely manner. UUP and Management agreed that meeting in the summer to discuss the process for application would be beneficial.

IV. Summer 2006 orientation for new part-timers

The great success of the 2005 orientation will be built upon to improve the 2006 orientation. Both UUP and Management agree that this is a very useful process to welcome new part-timers into the College community, and that everyone from the 2005 orientation appreciated the opportunity to socialize as well as pick up necessary information to successfully begin the new semester. UUP and Management will work together on this effort again in 2006.

V. Committee on Professional Evaluation and the College Review Panel

UUP announced that the date of the meeting will be changed to sometime in May because of a calendar conflict.

VI. Social Security Numbers

Both UUP and Management acknowledged the need to minimize personal information in the form of Social Security Numbers (SS#) on College forms. In the spirit of cooperation, we discussed forms that have been changed and brainstormed to identify other forms that still request the SS#. The intention is to remove the line requesting the SS# on all forms, unless absolutely required.

The meeting adjourned at 4:00 PM.

In the Land of the Stranger: SUCO Volunteers Combat Devastation

By Bill Simons, Chapter President

As the sun set on April 12, 2006, our first day on the Gulf Coast drew to a close, and the Jewish holiday of Passover began, commemorating the deliverance of the Hebrew people from slavery. Tent Village in Pass Christian, Mississippi, lacked the resources for a seder, the traditional Passover meal, but I had brought a box of matzoh, the unleavened bread carried by my ancestors in their exodus from Egyptian slavery. Two of my fellow SUCO volunteers, Ian Gillman and Steve Kaplan, shared the matzoh with me. Despite our unconventional observance, we felt that the true spirit of Passover had brought us to this ravaged place, far from our normal routines.

Twenty-one SUCO students, led by Linda Drake, UUP stalwart and Director of the Center for Social Responsibility, gave up their April vacation to combat suffering in an area devastated by Hurricane Katrina.

Linda and a small number of students marked their third trip to the region, and a few more had returned for a second stay. For most of us, however, this was our first time. Despite the heat, humidity, ubiquitous gnats, nights spent on cots in MASH-style tents that domiciled a dozen, Port-A-Potties that inspired a nostalgia for indoor plumbing, and long hours of hard work, we felt privileged to participate in this transforming experience.

During our week on the Gulf, we split into teams that labored at different sites during the work day. SUCO volunteers donned masks and sledgehammers to break through the walls of houses contaminated by mold, wielded picks and shovels at outdoor debris cleanups, and dispensed food and other staples at a large tent commissary. The carnage and suffering were real enough. Amongst our fellow Americans, we encountered refugees and worked on structures and sites whose future is uncertain. From New Orleans to the panhandle



Linda Drake

of Florida, the destruction starts at the coast and extends several miles inland. The area looks like a war zone, hammered by bombs and artillery. Years of reconstruction lie ahead.

Throughout our time in Mississippi, the student volunteers were notable for their generosity, idealism, and hard work. A score of kindnesses, large and small, come to mind.

Linda taught us, however, that recovery begins with an action as small as simply picking up a piece of debris, and cumulatively such efforts matter. We experienced things that we will never forget. We moved and helped set up furniture in the house of Gloria and Patrick, a middle-aged African-American couple, forced by Katrina to find refuge in Washington, D.C. with extended family; the night that Gloria, Patrick, and family moved back into their house we hugged and cried with them, swept away by the bittersweet emotions of our common humanity. Another day, several of us readied a Babe Ruth baseball facility for use; for me, the return of our great American game to that field in Long Beach inspired hope. And one night we took our vans to the mobile classroom for migrant schoolchildren built through the generous contributions of SUCO students, faculty, and staff.



In the land of the stranger, we encountered diversity. We met individuals whose differences from us were marked by race, religion, economics, lifestyle, and experience. We also encountered common ground forged by fellowship, compassion, and resilience. Our time on the Gulf was a time of growth and learning. Seeds were planted that will shape days to come.

We SUCO volunteers also grew in our respect, understanding, and affection for one another. In mid-passage, I appreciated twenty-year old students, the age of my son, accepting me simply as “Bill,” welcoming me to their group. Small rituals came to mean a great deal: every night Steve would check the day’s baseball scores by calling an 800 number on his cell phone, and the daily fate of his Yankees and my Red Sox would engender good natured banter. Throughout our time in Mississippi, the student volunteers were notable for their generosity, idealism, and hard work. A score of kindnesses, large and small, come to mind.

This journey of benevolence and discovery by SUCO volunteers was made possible because of the strong support provided by President Alan B. Donovan. He generously contributed financing for the trip, as well as encouragement and inspiration. Kudos to Dr. Donovan.

And it was Linda Drake—recruiter, organizer, leader, motivator, and den mother—who provided the ballast that knit the SUCO volunteers together. Her extraordinary warmth, energy, and good judgment leavened our labor with insight and growth. Through the Center for Social Responsibility, Linda has made a long term commitment to the rehabilitation of the Gulf Coast. UUPers are always generous with their time, energy, and resources, so please telephone Linda (436-2633) or e-mail (drakelm@oneonta.edu) to find out how you can contribute to the recovery of the Gulf region.

Spring Delegate Assembly (DA) 2006: “Transforming SUNY from Good to Great!”

By V.N. Shastri, Academic Delegate and Disabilities Officer



Although the Spring DA (April 21-22) was the third one I had attended, it included a lot of firsts. This was the first time I traveled by school bus, imagining sitting next to my sons during one of their field trips. It was the first time I was memorizing the chants for the rally during the bus ride. It was the first time I had participated in a rally holding the Oneonta Chapter banner with pride. And, it was the first time I had seen a powerful State Senator, Senate Majority Leader Joe Bruno, who is in his late 70's, racing down the Capitol steps and electrifying a few hundred UUPers by rallying and expressing his support. These experiences on a nice sunny day combined to make this DA a very special one for me.

The April rally focused on urging State lawmakers to override the Governor's vetoes of \$60 million in funding for SUNY that is intended for hiring more full-time faculty and staff. The vetoes reinstated a plan to make it more difficult for students to qualify for financial aid, by increasing the number of credit hours required to qualify for the NYS Tuition Assistance Program, and making it difficult for students whose parents are fighting in Iraq to get more financial aid. \$700 million dollars was also cut for new campus buildings and repairs.

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As Senator Bruno proceeded down the steps, he was greeted with enthusiasm and a burst of energy. It was astonishing to hear him reassure us of his support in restoring funds for SUNY. As he was leaving, the protestors chanted, “Joe, Joe, Joe...” and stood there in disbelief admiring the Senator for his charm and commitment and hoping that he would succeed in overriding the governor's vetoes.

In addition to myself (a Professional Delegate), SUNY Oneonta was well-represented at the rally by chapter President Bill Simons, Academic Delegate Nancy Cannon, Academic Delegate Fred Miller, and Professional Delegate Janie Forrest-Glotzer. We were pleased to be part of bringing about a change to “make a good university great,” as stated by statewide UUP President, Bill Scheuerman.

The Spring DA was not only about the rally. The large Oneonta contingent at the DA also included Vice President for Academics Rob Compton, Secretary and Health/Safety Officer Tom Horvath, Academic Delegate Richie Lee, Part-Time Concerns Officer J McDermott, Academic Delegate Chris Bulson, Elections and Credentials Officer Joe Baldwin, and new activist Gina Keel. Our own Bill Simons won the Best in Class Award in the Best Editorial or Column category for his article Demand Justice: Part-Time Employees Deserve Fair Pay. In the Best Art or Photo category, The Sentinel and editor Jim Greenberg received an Honorable Mention for the photo of Katie Compton, the one-year old daughter of Oneonta Vice President for Academics Rob Compton, proudly displaying a UUP sticker. Congratulations to Oneonta's award winners!

Additionally, there was an announcement made at the DA regarding retirees being eligible for vision and dental benefits, although official details on this are yet to emerge.

To sum up the Spring 2006 DA, it was a warm experience, as always, with a lot of energy from delegates across the state volunteering their time to make SUNY great!

“Coming Attraction” – Part-Time Concerns Report

By J McDermott, Part-Time Concerns Officer

I live in Unadilla, and one of the small joys of its rural life is the Unadilla Drive-In. All winter long, as one drives down Rt. 7, the Drive-In sign proclaims, “Closed for the season. See you next year.” Eventually the wind blows some letters off the sign, and the message can become quite cryptic. But as summer begins, new titles go up and the “Coming Attractions” promise entertainment, first only on the weekends and then all week long. If you haven’t had the pleasure of one of its first-run double features, make it something to do this summer.



The UUP Part-Time “Coming Attraction” for the summer is the second annual Orientation for Part-Time Employees and Adjuncts that will be held just before the fall term commences. Lisa Wenck, SUNY Oneonta Associate Vice President for Administration, and I are working together to make this an even more productive experience. We are reviewing the comments obtained in a survey taken after last year’s inaugural event, and will soon be meeting with department representatives to ensure that the Orientation will make the “One-Stop-Shop” even better. Photo IDs and parking permits are just the start. We hope to provide a plethora of information and material that new and returning adjuncts will find useful. Several who attended last year’s event commented that it wasn’t just the “things” that were available that made the event worthwhile; what ‘made’ the event for many was the opportunity to meet and greet other adjuncts that they otherwise might never encounter on campus. Keep an eye on your mailbox. We’ll be mailing out the announcement for the upcoming fall 2006 Orientation for Part-Time Employees and Adjuncts as soon as the plans are finalized.

My Life at SUCO: 29 Years and Counting

By Teri Weigl, Membership Director

I started working at SUNY Oneonta back in 1978 on my 18th birthday. Even the students were older than me back then. I worked for 12 years as a CSEA employee in the Registrar’s Office, as Dr. Vince Foti’s assistant, and as Department Secretary of Economics and Business. I had taken classes for many years at lunch and in the evening, and in 1991, I decided to concentrate on my degree. So, I bade farewell to the Administration Building and became a full-time student. Other than the lack of money, those were two of the best years of my life! In August of 1993 I proudly completed my degree from SUNY Oneonta. Next, I headed to the University of New Hampshire for grad school, but then my little surprise appeared (he’s almost 12 now!). So, I wound up staying in Oneonta, trying to get a job again up here at the College. At that point, I wasn’t on any available lists to be a CSEA employee, but I had that diploma and I kept applying for anything I could. It worked! In August 1996, a position opened to supervise the computer lab consultants and the next thing I knew, I was back! I’ve spent the majority of my adult life on this campus, both as an employee and as a student. In many ways, SUNY Oneonta is my home away from home. It’s pretty humbling to think of how many times I’ve driven up West Street throughout my life.



One of the best things...is being able to watch these students as they mature in a work setting and take that step out into the big world.

Presently I supervise the Information Technology Help Desk in the basement of Schumacher Hall. At SUNY Oneonta, our Help Desk services faculty, staff, retired faculty/staff, and students. The Help Desk, part of Academic Computing Services, employs approximately 25 students who are Help Desk Support Consultants

(HDSCs). Our HDSCs have a week of rigorous training at the start of every fall semester. Each HDSC has responsibilities to answer the phones, troubleshoot, create tickets, and assist walk-in customers. Some concentrate on going into the residence halls to help students on their personal computers; fighting viruses and spy ware and helping with network connectivity. Two of our students are Lead HDSC's; they provide support in faculty offices; and we have an Office Lead. Last, but certainly not least, we have one student, Kyle Britton, who is Advanced Lead HDSC with responsibilities of working with faculty, going to their offices when needed. He's also is our resident virus guru!

We've been very lucky with our HDSCs; they are a hard working group that gets along well with each other, and provides great customer service. They are committed workers, and many have left Oneonta to find very successful employment. One of the best things about my job is being able to watch these students as they mature in a work setting and take that step out into the big world. It's rewarding to think that you might have had even a tiny bit of influence on the success of their future livelihood.

The professional staff at the Help Desk include myself, Teri Weigl; our night supervisor, Jill Nelson; Jeff Cook provides advanced desktop support and is our HEAT database administrator; and, of course, the Manager of Academic Computing Services, Steven Maniscalco.

About two years ago, I reached my 20th year as an employee, and it truly got me thinking. I've spent so many years on this campus, and have never really been involved with much other than my work. That's when I decided it was time to stretch my legs, and get out and see if I could get involved. Lo and behold, Bill Simons, a former instructor of mine, approached me about getting involved in UUP, and here I am today, the Membership Director for our chapter. I'm so glad that I did – it has opened a whole new world to me. I get to meet new people all the time, and I also get to have a cup of coffee with retired faculty from whom I used to take classes or with whom I worked in the past. I encourage you to get more involved with UUP activities, and if you're not a member, become one! Solidarity is important, getting to know the people you share the campus with and feeling like you're part of the big picture may even be more important. Who knows? You may find SUNY Oneonta your home away from home too.

UUP Members Are Involved in the Community

By Janie Forrest-Glotzer, UUP Oneonta Professional Delegate

Several UUP members devoted their time on the morning of Saturday, April 8th, to Saturday's Bread Soup Kitchen in the heartland of Central New York: Oneonta. Saturday's Bread is a program that provides hot meals without cost to those in need in the community. UUP members offered their "guests" companionship, good conversation, and a supportive friendly atmosphere. Saturday's Bread started in May of 1992, and is held every Saturday from 11:00 AM to 1:00 PM at the First United Methodist Church on Chestnut Street in Oneonta. "Our message is very simple," said Saturday's Bread director Nancy Fodero, serving more of her precious vegetable barley soup. "If you're in need, we are here for you."



Saturday's Bread serves hot meals, sandwiches, soups and salads. Now approaching its 14th anniversary, Saturday's Bread is run entirely by volunteers. "Even in bad weather, they have never missed a Saturday," says Nancy Fodero.

UUP volunteers prepared food, set up tables, and greeted their guests with a smile. Serving meals and cleanup are also part of this special volunteer effort. The Oneonta UUP Chapter shares the belief that community service is an important part of UUP's mission and strongly encourages the involvement of its members. Saturday's Bread breaks down artificial barriers between people through good food, conversation, and an atmosphere of

mutual respect. UUP thanks all of its volunteers for their time, enthusiasm, and willingness to reach out to those in need in the community through a caring program such as Saturday's Bread.

The Sentinel and Editor Jim Greenberg Win Statewide Awards

The Sentinel editor Jim Greenberg was honored at the Statewide UUP Delegate Assembly on Friday, April 21, 2006, for his exceptional production of our UUP Oneonta newsletter. Statewide UUP President Bill Scheuerman announced the awards after receiving the results of the Selection Committee, consisting of professional journalists who provided detailed critiques of entries. The competition included newsletters from all UUP/SUNY campuses. The Sentinel won the Best in Class Award in the Best Editorial or Column category for the article Demand Justice: Part-Time Employees Deserve Fair Pay. In the Best Art or Photo category, Jim received an Honorable Mention for a photograph of young Katie Compton sporting a UUP sticker. These awards are emblematic of the outstanding job that Jim Greenberg does editing The Sentinel.

Injecting professionalism into his work with The Sentinel, Jim consistently meets tough deadlines. In updating The Sentinel's format, selecting photographs and introducing new features, he has created a distinctive visual look that is functional and aesthetically appealing, while reflecting the needs of the UUP Oneonta readership. Jim's formidable predecessors as Newsletter Editor, Richie Lee and Nancy Cannon, transformed The Sentinel from an intermittent flyer into an outstanding publication. Jim has continued that tradition, putting his own distinctive stamp upon The Sentinel. Jim Greenberg's The Sentinel is truly the voice of UUP Oneonta. He transmits to our membership the articles, editorials, information, minutes, data and illustrations that allow for an informed constituency. And Jim's monthly puzzles provide a challenge to the ambitious.

Jim is a tremendous asset to SUNY Oneonta and to UUP. He is a great Director of the Teaching, Learning, and Technology Center, and Jim is a great editor of The Sentinel.

The Sentinel Thanks Kim Muller and Kathy Meeker

Kudos to Kim Muller, Manager of the SUNY Oneonta Grants Development Office (GDO) and UUP Oneonta Grants Officer, and Kathy Meeker, GDO Grantswriter, for providing valuable assistance in proofing articles for this issue of The Sentinel. Kim's and Kathy's generosity with their time and talent is most appreciated. And, it would be remiss not to note the great job that this team did in facilitating the recent Faculty Research Show and Student Research Day.

Through the GDO, Kim and Kathy identify potential funding sources; assist with developing, writing and submitting proposals; and help to provide pre- and post-award administrative support; among other services that greatly benefit our UUP members. They provide vital support to academic achievement on campus. Call or email Kim (mullerkk@oneont.edu, Ext. 2479) or Kathy (koenigkl@oneonta.edu, Ext. 2632) to make an appointment if you have a grant proposal in mind.



Kathleen Koenig and Kim Muller

Kim, of course, always does a great job, whatever the task, as she demonstrated in eight memorable years as Mayor of Oneonta.

No Good Deed Goes Unpunished? VOTE-COPE says No Good Deed Goes Unrewarded!

By Janie Forrest-Glotzer

Humor can certainly capture the essence of contradiction – but it’s up to us to make sure that irony does not become permanent reality. No Child Left Behind leaves thousands behind as the misguided suggest shifting more funds away from public education. As historians know, the Freedom of Information Act has become the No Information Act. And, under Three Strikes You’re Out, thousands spend their most vigorous and productive years behind bars, kept away from education and meaningful work.

Let’s do good deeds! Educating our legislators about the way in which SUNY is helping to meet the challenges of society through quality teaching, community involvement and research is a good deed accomplished

VOTE/COPE NEEDS YOUR PARTICIPATION

The card below briefly describes the union’s VOTE/COPE political action program and how you can contribute painlessly via payroll deduction. Just complete, sign, and send the card below to UUP, PO Box 15143, Albany, NY 12212-5143. Note that you enter your contribution per pay period (not total contribution). VOTE/COPE funds are the only resource the union has for getting the message out about the importance of state funding for public higher education, so one hundred percent participation by UUP members should not be an unreasonable goal.

PLEASE RETAIN FOR YOUR RECORDS


VOTE/COPE is the non-partisan political action fund of UUP and its affiliate, New York State United Teachers. It coordinates the voluntary contributions of members and makes contributions to UUP/NYSUT-endorsed candidates and to UUP/NYSUT-supported general campaign committees.

VOTE/COPE funds, by law, are kept separate from those of NYSUT and UUP.

Contribution Per Pay Period: _____

Effective (M/D/Y): _____

**VOTE/COPE Solicits and Accepts
Voluntary Contributions.
CONTRIBUTIONS OR GIFTS TO
VOTE/COPE ARE NOT TAX DEDUCTIBLE.**

 UUP: (800) 342-4206

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

Last Name _____ First _____ MI _____ Soc. Sec. No. _____

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

Campus _____ Department _____ E-mail _____

AUTHORIZATION FOR VOLUNTARY DEDUCTION

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

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

Signature _____ Date _____

by supporting VOTE-COPE. Our reward? By influencing the legislative agenda and process so that public education is supported, SUNY comes closer to reaching its full stature and remaining a vital component in solving society’s most pressing problems. Two dollars a month donated through your local chapter gives you a voice. Supporting VOTE-COPE is its own reward!

VOTE-COPE is your collective voice – make it a loud one. To sign up for VOTE-COPE, please use the card below.

Workload Creep

By Norm Payne, Vice President for Professionals

“No good deed goes unpunished” so goes a cynical aphorism. I don’t believe it. I do believe, however, that every member of the UUP bargaining unit needs to guard against workload creep. You are your own best resource: be vigilant. Inoculate yourself against workload creep.



If you are an academic or professional member of the UUP Oneonta bargaining unit and are performing a new task/project on a voluntary basis beyond your normal professional obligation/performance program, compose a written understanding with your chair/supervisor: both you and your chair/supervisor should sign the document. Retain the document in your files. The written understanding between you and your chair supervisor should note the performance of this voluntary task:

1. does not represent a precedent for purposes of future assignments to you;
2. does not represent a precedent for others on the campus; and
3. may occur more than once without affecting any part of this voluntary understanding.

The written understanding should also note that the above conditions will be in effect whether or not financial or other compensation is offered and accepted. However, financial compensation or a quid pro quo reduction in some other aspect of your work for the voluntary task undertaken is an effective means of underlining that the voluntary service was above and beyond your normal professional obligation/performance program.

Professional Appeals Committees to Meet

By Norm Payne, Vice President for Professionals

The Committee on Professional Evaluation and the College Review Panel will meet on Tuesday, May 16 to review their responsibilities. The meeting will provide an opportunity for discussion and a chance to talk with Lisa Wenck. The College Committee on Professional Evaluation members are: Eileen McClafferty, Kristy Davidson, Norm Payne, Roger Sullivan and Nancy Wolters.

The Committee on Professional Evaluation established pursuant to Section VI. A. shall, upon the timely request of a professional employee, review a final evaluation report characterized as “unsatisfactory.” The College Review Panel members are Eileen McClafferty, Kristy Davidson, Teri Weigl, Alex Hazard, Rebecca Tinker, and Norm Payne. The Panel shall review any applications for promotion that are denied, provided that the employee first has requested a recommendation for such a promotion from the employee’s immediate supervisor and the request has been denied at an organizational level below that of the college president. Application for promotion must be made by completing forms to be provided by the University and submitting them to the College Review Panel. I am currently working on making this form into a promotion packet. A preview can be found on the Oneonta UUP web site.

Training on how to use this promotion packet will begin in July. We will be explaining the crucial link between your past performance programs, your current performance program, and the packet. If you do not have a current performance program, or an evaluation we need to work on this before July. The Human Resource office is working with us to make sure everyone has a performance program in place. Email me if you have questions.



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John Marino, UUP Vice President addresses local members at the April "Food for Thought"



This photo by Lewis Hine is of Furman Owens, 12 years old. Can't read. Doesn't know his A,B,C's. Said, "Yes I want to learn but can't when I work all the time." To see more photos of children who labored in the early part of the 20th century visit :

<http://www.historyplace.com/unitedstates/childlabor/index.html>

Editor's Note

Statements made in *The Sentinel* do not necessarily reflect the opinion of UUP or any of its statewide representatives. Please send ideas for stories, comments, etc. to Jim Greenberg, Editor. Jim can be reached via email at greenbjb@oneonta.edu.

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