



IN TOUCH ...

President
Steve Abraham
steven.abraham@oswego.edu

VP for Academics
Stephen Rosow
stephen.rosow@oswego.edu

VP for Professionals
Winfield A. Ihlow
winfield.ihlow@oswego.edu

Secretary
William O. Canning
william.canning@oswego.edu

Treasurer
Lawrence Fuller
lawrence.fuller@oswego.edu

Grievance Chair Academic
Bruce E. Altschuler
bruce.altschuler@oswego.edu

Grievance Chair Professional
William O. Canning
william.canning@oswego.edu

Part-time Concerns
Lori Nash
lori.nash@oswego.edu

Membership Development
Maureen Curtin
maureen.curtin@oswego.edu

Delegates

Academic Reps

Steve Abraham
 Bruce Altschuler
 Brian Betz
 Don Masterson
 Lori Nash

Lawrence Fuller
 Stephen Rosow
 Chuck Spector

Professional Reps

William Canning
 Anthony Henderson
 Winfield Ihlow
 Sara Blaney

Alternates

Maureen Curtin (A)
 Georgina Whittingham (A)
 Donald Vanouse (A)
 William Schleinitz (P)
 Hamal Strayhorn (P)

Labor Relations Specialist
Heather Sponenburg
hsponenb@nysutmail.org

Chapter Assistant
Beth Canale
uup@oswego.edu

President's Notes

By Steven Abraham

As I write my first president's notes column, I have conflicting thoughts. On one hand, the time has flown by. On the other, so much has happened that I can not believe that it has been less than one semester since my term began. Either way, this has been an exciting time to be UUP's Oswego chapter president. As I'm sure all of you are aware, a great deal has been happening at the state level and much has been happening on campus as well.



At the state level, the most predominant issue is the budget crisis. According to the figures put out by the central office in Albany, there was a mid-year budget reduction of \$148 million in 2008-2009. The initial 2009-10 state budget cut \$172 million from SUNY and then there was another mid-year reduction of \$90 million in 2009. Overall, the total budget reduction to date stands at \$410 million, making state funding to SUNY at its lowest level since the mid-1990s. UUP is doing what it can in response to the budget cuts, but we are limited in what we can do. As I'm sure you know, the budget is determined by both the governor and the state legislature. Therefore, UUP has no power to influence that budget other than through lobbying and demonstrations. The union has protested vigorously all cuts to SUNY. UUP has held rallies in a number of different locations around the state, made pleas to the governor and legislators, placed commercials in the media (radio and television), taken out newspaper advertisements, encouraged members to send faxes, etc.

Continued on page. . . 7

TABLE OF CONTENTS

| | |
|--|-------|
| ➤ President's Notes..... | Pg 1 |
| ➤ Dealing with Workload Creep..... | Pg 2 |
| ➤ Thinking the University in a Time of Crisis..... | Pg 3 |
| ➤ Our Students, Our Brothers and Sisters..... | Pg 4 |
| ➤ Some Sobering Facts about the Real World..... | Pg 5 |
| ➤ Fall 2009 IDAP..... | Pg 6 |
| ➤ Speak up for Public Higher Education..... | Pg 11 |

Dealing with Workload Creep

By Bruce Altschuler, Grievance Chair for Academic



Are SUNY's budget cuts putting pressure on you to work more without additional compensation? What remedies are there for this workload creep? Because workload is a mandatory subject of collective bargaining, the college cannot unilaterally increase someone's workload without

either negotiating with the union or paying additional compensation.

Unfortunately, determining the appropriate workload for faculty is complicated by the fact that our contract does not specifically state what the appropriate teaching load is. As a result, that teaching load can vary from one campus to another and on some campuses even from one department to another. What defines the appropriate workload is past practice which is a long-term and widespread understanding between the administration and faculty. At Oswego, the teaching load is twelve hours or its equivalent. That can mean four three credit courses but it can also mean fewer teaching hours plus released time for such activities as department chair, advisement coordinator or a research project. Any one teaching more than twelve hours or the equivalent should be compensated with extra service pay. If you are not, please contact the union and let us

know. In a recent case, a faculty member did teach one course more than her normal load, but the college refused to pay her for the extra course, claiming it was an independent study. When her own efforts failed to remedy the situation, she asked UUP for help and we were able to obtain the additional pay for her since the course, despite a small enrollment, had been listed by the registrar as a standard class rather than an independent study.

What about class size? Unfortunately, that is not a mandatory subject of collective bargaining. The reason is that a larger class does not necessarily mean a greater workload. A small class could be writing intensive and require much more grading work than a large lecture section with computer graded exams. Larger classes could include the aid of teaching assistants. However, to the extent that big sections do increase workload, the union can get involved. For example, the practice on our campus has been to grant one course released time when classes exceed 90 students. Recently, a faculty member who had previously been granted six hours released time for teaching two large group classes was told that she would have to teach a third course. The union intervened and the size of one of her sections was reduced by about 75%.

Continued on page ... 8



**UUP
Picnic
at
Fallbrook
2009**

Thinking the University in a Time of Crisis

By Stephen J. Rosow, Vice-President for Academics



Is the current fiscal crisis an excuse to further privatize public higher education and to erode the public mission of the university? Are we witnessing the final institutionalization of the university as corporation, and the final death knell of the university as a self-governing

community of scholars? Of course, the trend toward the university as corporation and the reduction of knowledge to a commodity and education to creating the cogs in the productivity machine is nothing new. Thorsten Veblen wrote about it in the beginning of the 20th century.

There is reason to be concerned.

First, with regard to students. The current crisis further encourages students and their parents to think of higher education as a commodity: students are consumers buying a product. That "product" just happens to be knowledge! In trade talks, higher education is already treated as a "service industry," a language that in Europe is making higher education an object of standardization and regulation. Many predict this is coming to the United States as well. After all, standardized programs across different campuses and even across systems (across countries in Europe) are cheaper to deliver and easier to manage.

Second, the public mission of public education. The New York State constitution guarantees a quality higher education to all qualified citizens of the state. However, increased tuition along with more costly loans and reduced aid to students hampers access to highly qualified poor and working class students. At what point will legislators and others come to accept that our community simply cannot afford a quality public higher education to all qualified state residents, and rationalize this by determining that all people "really" need is a high school education or vocational training (remember, former governor

Pataki declared that students in New York State only needed an 8th grade education!). How do we keep the crisis from furthering this spurious logic and from turning SUNY from an engine for equality to an engine of inequality?

Third, with regard to faculty. The erosion of full-time faculty, which was already hurting instruction before the current fiscal crisis, is gathering speed; further reductions are here and more are on the horizon (retrenchments are underway on several SUNY campuses, and scores of seasoned and highly qualified contingent faculty have lost their jobs). The problem is, of course, that faculty cost money! Education is labor intensive. How do we prevent the fiscal crisis from becoming an excuse to treat faculty as liabilities?

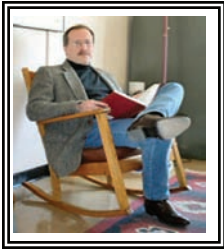
The future. President Stanley has said on several occasions that Oswego cannot do business as usual during the current fiscal crisis. Furthermore, we cannot go back to the (relatively) plush days of the past. In her view, we must start to plan "to do more with less, and differently. Faculty need to be participants – we should be the main participants! – in charting this future.

One reason for concern is the idea about the future of SUNY that some have. Plans have been proposed for SUNY to allow campuses to fend for themselves, with little or no state or legislative oversight. This is likely to result in a few elite campuses, a group of mediocre campuses struggling to maintain quality education, and some that will likely tread water and may even close altogether. My point is not that these plans are imminent – the silliest and worst of these have been rejected. Rather, my point is that the fiscal crisis makes these all the more appealing to administrators, even ones with good intentions and progressive visions for their campuses who are under so much pressure simply to keep their institutions going under the current conditions.

Continued on page ... 10

Our Students, Our Brothers and Sisters

By Don Masterson, Delegate for Academics & Editor



For me, the best moment at this fall's Delegate Assembly was provided by the UUP Scholarship winners. Of course, these young men and women are well informed and quite articulate, and, yes, it was gratifying to know that

some of SUNY's best students are in touch with the principles and history of unionism. This being said, a sobering thought has since intruded. Just how select are these few? How many of our top students, not to mention our typical ones, are in any way conversant with union matters?

Judging by my experience, not many. The question then arises, do we, as members of a union uniquely positioned to carry our message to young people, feel a responsibility do so? Understand my meaning. I don't suggest we proselytize, nor should we alter our course content or change student programming in any major way. We can, however, encourage student awareness of and perhaps even activism in union sanctioned activities. This can be accomplished through the power of our example and by reconsidering some of our methodologies in the classroom and in our approaches to campus-wide activities.

Not long ago, a number of SUNY Oswego students demonstrated against Governor Patterson's appropriation of funds generated by tuition

increases. A few faculty and staff stood with these students, but none wore their UUP letters. More recently, a well organized and active student sustainability group held open meetings focused on issues such as recycling, a composting plan, and the broader concerns of environmental and social justice. I missed these sessions, as did all but a handful of my colleagues. Add to these lost opportunities others those afforded in the classroom and in various campus forums. Who would question that work, over work, under work, and, as a consequence, unions have an overriding social, economic and moral issue in America for generations. Certainly, these concerns deserve more "air time" in our classes and in campus programming. Here are some suggestions. I welcome others.

Given the threat of additional budget cuts and perhaps another tuition increase, wouldn't enhanced solidarity with student activists advance our mutual agenda while teaching both constituencies about intergenerational cooperation. Of course, such important work would require many more of us to suit up (in our UUP gear) and show up at student sponsored protests. As for the issues of environmental/social justice, our engagement with young people is nothing less than a moral imperative. They are assuming leadership in healing our wounded world. We should be willing, even eager, to follow.

Continued on page ... 10



**UUP
Picnic
at
Fallbrook
2009**

Some Sobering Facts about the Real World

By Chuck Spector, Delegate for Academics



I've never liked that term, Real World. It makes it sound like we at Oswego live in a place far removed from the city streets. But, as I sit in my very comfortable office reading the on-line newspapers (one of the reasons that the papers are in serious financial condition) it appears that UNIONIZED faculty members at our school are much better off than counterparts at other institutions.

Now, everything at Oswego isn't "hunky-dory". We've seen faculty members retire and their lines haven't been renewed. At best, they may be replaced by adjunct instructors who contribute greatly but don't generally help with such tasks as advisement and committee work. Travel money, never an item that we bragged about, has been cut severely. To say that class enrollment was VERY HEALTHY would still be an understatement. Have you talked to some of your colleagues at non-unionized institutions lately? I have, and the facts are that things appear a lot tougher in the "Real World".

Here are some facts that I have uncovered. One very prestigious medical school in Ann Arbor

didn't give pay raises to its faculty members. Stanford, Pitt, Purdue.....all have salary freezes in effect. Hell, Stanford cut \$100,000,000 from its budget and stopped construction projects. In a recent conversation with a colleague at a private college in Oneonta I learned how lucky they are to have travel money. That travel money came at the cost of losing the college's 9% retirement contribution. Now that is a big hit!

What about our little campus community? The construction still goes on. Tuition, a major concern for everyone, is still relatively untouched. Our salaries and benefits are pretty much intact. Though, some of the local doctors may be dropping out of the Empire Plan. Who has been hurt? Well, I'm not advocating taking up a collection, but if the truth be told, our "management confidential" administrators have been sacrificed by the governor's office. Their salaries are frozen solid. Historically, unions like to point their collective fingers at the "fat cats" in the power tower, but so far they have been asked (required) to make a sacrifice in our behalf. I'll take Oz. You can have the Real World.

UUP
Tenure & Promotion
Workshop
2009

Fred Floss, UUP Statewide VP for Academics

Fall 2009 Individual Development Awards Program

By Winfield Ihlow, VP for Professionals



The current round of Individual Development Awards Program (IDAP) funds were given out by a Joint Labor-Management Committee (JLMC). There was \$12,000 available for awards, half of the total available for the whole academic year. There were 47 applicants for IDAP funds and all applicants were awarded a share of the available funds.

The Individual Development Awards Program is the largest of all State/UUP JLMC programs. Proportional allocations are assigned to each campus based on unit member population. Each Campus Professional Development Committee determines award decisions and deadline dates. Our committee has decided to split the process into two parts, the first part to cover activities and project taking place from last mid-summer (August 1, 2009) to the end of the calendar year (December 31, 2009), and the second part to cover activities and project taking place from late-winter (January 1, 2010) to the middle of next summer (July 31, 2010). Each applicant is encouraged to look for other sources of support to help fund the project or activity. Often, the IDAP award does not cover the entire financial need of

the applicant. The committee tries to give some support to as many applicants as possible.

All members of the college community represented by UUP are encouraged to apply for IDAP funds in support of a project or activity.

The following members of the community were awarded funds this fall:

Leigh Bacher, Lisa Seppi, Kristen Eichhorn, Taejin Jung, Barbara Streets, Fehmi Damkaci, Christine Hirsch, Ana Djukic-Cocks, Beatriz Salced-Strumpf, Patricia Clark, Helen Knowles, Faith Maina, Katia Voit-Southard, Kari Campbell, M Neelika Jayawardane, Harrison Yang, Kestutis Bendinskas, Carolina Ilie, Gabor Hardy, Otilia Cortez, Barry Friedman, Steven Granelli, Julieve Jubin, Diana Boyer, Kelly Covert, Donald Masterson, Tania Ramalho, John Lalande, Marcia Burrell, Bruce Altschuler, Sarfraz Mian, Barbara Beyerbach, Karen Sime, Donna Matteson, Craig DeLancey, Fred Vegeant, Karen Wolford, Gregory Fuller, Lawrence Fuller, Mary Stuck, Ann-Lorraine Edwards, Albert Blisser, Roberta Schnorr, Allen Bradberry, Ampalavanar Nanthakumar, Douglas Pippin, Robert Lloyd.

Thank you all for your participation.



**UUP
End of Semester
Reception
at the
Forum Restaurant
2009**

President's Notescontinued from pg 1

On campus, the budget has been a major concern as well. Total state support reductions in 2008-09 to SUNY-Oswego totaled \$2.37 million and we have felt the impact of these cuts. Actions taken to close the budget gap included suspending sabbaticals during the 2009-2010 academic year, limiting faculty travel and restricting professional staff travel to trips deemed essential in nature. In addition, several searches were deferred or suspended. On the other hand, as Chuck Spector points out in his article, as bad as things have been, they could be worse. Many states are facing worse crises than New York. From what I have heard at state-wide union meetings, other campuses have had a more difficult time than Oswego. In fact the administration announced recently that sabbaticals will be restored for 2010-2011.

UUP has addressed other issues on campus as well. I am happy to report that we have successfully dealt with work load issues, extra service compensation issues and mileage reimbursement issues for faculty members who teach at the Metro Center. We continue to focus on questions surrounding leave policies and procedures affecting both faculty and professional staff. Additionally, we are pleased to have been able to change the status of a "casual" employee to one that fits squarely within our bargaining unit.

On an upbeat note, I am pleased to report that we had another successful fall picnic with

200 attending.

Before finishing, I would like to express my appreciation to two people who do a great deal for UUP members at Oswego but whose names are rarely mentioned. Heather Sponenburg is our labor relations specialist. While I and the other members of the executive Board on campus resolve many issues with the administration, if matters become extremely serious and go beyond our capabilities, Heather assists us. She has been extremely successful at resolving a number of issues satisfactorily and enabled us to prevent having to file formal grievances about them. Heather has been enormously valuable to a number of bargaining unit members. Beth Canale is our administrative assistant and her organizational skills have been essential to the effective operation of our local office. Beth, along with Devin Kerr's Web Design II class, is finalizing the new UUP Oswego Chapter website which will greatly enhance communications among our members.

Let me end where I began, talking about the budget. You can do your part in fighting budget cuts to SUNY. Please contact your legislators and do what you can to ensure that they fight budget cuts to SUNY. When you receive messages about sending faxes to legislators, please take the time to do so. It will help all of us.



UUP
End of Semester
Reception
at the
Forum Restaurant
2009

Dealing with Workload Creepcontinued from pg 2

If you have been granted released time and the college asks you to teach another course while continuing the released time activity, they must either offer to pay you extra service or remove the activity from your responsibilities. If you are getting three credits for serving as advisement coordinator and the college adds another course, you can simply resign as advisement coordinator. Recently, the college suggested that they were considering changes in the released time for department chairs. When the union was consulted we had no problem with increasing the released time for over-worked chairs but pointed out that no chair should receive less released time unless he or she also had a reduced workload (such as a significantly smaller department).

What about other activities for which we do not receive released time? We are required to hold office hours, engage in research and participate in college service. Often there are pressures on us to do more that are hard to resist. With fewer faculty members, we may be asked to serve on more

committees, add more students to our classes or take on independent study students to replace cancelled courses. Especially for untenured faculty, these "offers" are difficult to decline. We all want to help our students and colleagues. We may fear that not accepting such assignments will hamper us when we are up for retention or promotion. If you believe that you are being asked to do more than is customary and do not feel free to decline such assignments, contact the union. There is strength in numbers – it's not for nothing that unions stress solidarity.

If someone is teaching more than past practice requires, we typically discuss the issue through informal channels such as labor-management meetings. If those fail to resolve the matter, the statewide UUP president may choose to file an improper practice (IP) which can eventually be decided by an impartial arbitrator. Because there is a time limit for filing an IP, it is important that you bring workload problems to the union's attention as soon as possible. We will do whatever we can to help.



**UUP
End of Semester
Reception
at the
Forum Restaurant
2009**

Editorial Policy

The opinions expressed in *In Touch* are those of the writer. They do not necessarily reflect the position or policies of the United University Professions.

In Touch encourages letters to the editor about union, campus and university issues, politics and other membership concerns. Letters should be e-mailed and include the writer's name, telephone number and e-mail address.

Limit the length, when possible, to 500 words. In the competition for space, shorter letters most often will receive preference. Letters will be published based on the following criteria: the order in

which they are received, space availability and timeliness of the letter's topic. Letters submitted by first-time writers may also receive preference. Names of writers will be withheld upon request. Inappropriate pieces will not be published.

In Touch reserves the right to edit all letters. We cannot guarantee that all letters will be published. The final decision is at the discretion of the editor. Please send your letters to uup@oswego.edu.

The Editorial Policy was liberally borrowed from SUNY Potsdam's *Within The Ranks*.

Attention !!!

The UUP Oswego Chapter Website will be up and running by the end December. There will be an email notification announcing our new website link very soon !!!



**UUP
End of Semester
Reception
at the
Forum Restaurant
2009**

Oswego Jazz Project

Thinking of the University in a Time of Crisiscontinued from pg 3

To the administrative and corporate discourse of the university, faculty governance looks like “worker control”. Democracy appears to managerial structures as an intrusion: faculty governance is to be tolerated (it has to be to legitimate managerialism) but only so long as it doesn’t really do anything important, especially if it will cost money! In the language of the corporate university, the idea of the university as a self-governing community of scholars has no place. This is why we have to change the conversa-

tion. We need a language that is politically astute and that allows for strong faculty governance. This needs to be an ongoing conversation. In the next newsletter, I will suggest some ways we might begin to think again about the university as something other than a late capitalist corporation. I also urge others of you to join the conversation.

Our Students, Our Brothers and Sisterscontinued from pg 4

Our primary workplace, the classroom, offers many possibilities for enriching student awareness of the history and value of organized labor. Tom Joad in “The Grapes of Wrath” leaves his family at the end of the novel to organize. The philosopher, Simone Weil, labored shoulder to shoulder with workers in a French factory so as to better understand and value their experience. Less well known but also interesting is physicist Paul K. Davis, literally a rocket scientist, committed to unionism as a necessary element in the work of scientists and engineers.

Each year, campuses allot thousands of dollars for speakers intended to inform and edify students. The social critic Michael Dyson spoke this fall. He was worth every penny. In past years, numerous

writers, artists, scientists have also added genuine value to the campus conversation. Wouldn’t it add even more to this dialogue if someone like Richard Trumka, mineworker, leader of a grueling but successful strike, foe of apartheid, and new President of the AFI-CIO, offered his knowledge and experience in a college forum.

What I have left unsaid is perhaps most important. If we are to motivate, even inspire our students toward a more knowledgeable and welcoming attitude toward unions, we must share these beliefs ourselves and put them into practice. At this moment, the circumstances of SUNY require our collective attention in a number of venues. Let us undertake this work together with our brothers, our sisters, our students.



Best Wishes
For a
Happy Holiday
from UUP

What?

**Another year
of college!
How are we going
to afford that?**

You're happy she's home for the holidays, but what she just told you about her SUNY college leaves less to be thankful for.

State budget cuts mean she won't graduate on time.

SUNY has been slashed by \$410 million in the last 18 months.

How will this affect you and your family?

You and your children will be forced to pay more—and get less.



If your child attends a SUNY school, ask these questions:

- Will you graduate in four years, or will we have to pay for an extra year of college?
- Are your classes bigger?
- Could you get into the courses you need next semester?
- Can you meet with your professors and advisors, or are they swamped by SUNY's growing enrollment?

**Go to uupinfo.org.
Tell your lawmakers:**

**Speak up for public higher education.
Speak out for my child's future!**



United University Professions

The union that makes SUNY work

Phillip H. Smith, President