



Table of Contents

Why Governance Matters to Unionists	1
President's Corner	2
Class War by the Numbers	2
Letter from the Editor:	
Higher Ed and Economic Development	3
Larry Wittner Publishes	
Memoirs	4
Report on Engaging Feminisms-Community Conference	4
UUP Opposes Tier VI	5
New Break Schedule Increases	
Child Care Costs	6
Contract Negotiations	6
Administrative Delay Tactics and Hypocrisy	7
Legislative Events	7
Trickle Down Competition	8
GOP Candidates' Statements	8
“Shared Services” and SUNY Professional Employees	9
Text of Faculty-Senate Resolutions	10
UUP Support for OWS	11

Why Governance Matters to Unionists

James Collins

Vice-President for Academics

There is a familiar way of viewing a separation of interests in higher education in which unions attend to contractual matters, faculty governance bodies attend to curricular and program matters, and administration attends to budgetary matters. As we have all learned in the last year and a half at U Albany, things are not always so tidy. There is ample reason to seek common ground between unions and faculty governance bodies in strengthening due process, organizational transparency, job security and workplace dignity. Building such common ground is already underway for union activists who also serve on faculty governance bodies.

Though it has many specific forms, faculty governance in ideal represents an effort at self-governance, by and for ‘the university community’ understood as a community of learning. Students in such a community are engaged in something more transformative and lasting than acquiring job skills; they are apprentices in learning, not ‘clients’ to be seen as cash inputs to strategic planning. Faculty and students in such a community are partaking in and contributing to a knowledge commons, “a place where the cultural and intellectual wealth of the past is made available, where ideas are freely shared, and where ideas also grow by cross-fertilization from many fields” (Lustig, 2012, p. 15).

Communal self-governance is rare in our era, in which bureaucracies and corporations seem to dominate the landscape outside of our private doorsteps. Self-governance is also embattled, subject to neglect from within and pressure from without.

If the ideal of faculty governance is communal self-direction, autonomy and authority, in actuality it can seem much less when its processes are manipulated by administrative powers or its decisions are ignored by administrative leaders. An instructive case occurred in the recent de-activation of language and theater programs at this University. In response to the President’s announcement of intentions to de-activate these programs on October 1, 2010, the University Senate voted a strong resolution against this action, addressed to the President of this University (UA Senate Resolution 1011-01). Put simply, the de-activation of programs at the university is supposed to be reviewed and approved by the University Senate (see UA Faculty By-Law 2.2.2), and this was not done. Instead the deactivation decisions were attributed to a shifting cast of Deans/Provosts/ Presidents, and an even murkier group of ‘consulted faculty,’ consisting of Budget Advisory Groups and unnamed members of the CAS Council of Chairs. Most seriously, however, the President has never responded to the Senate Resolution against the proposed deactivations.

That the top administrative officer ignores formal resolutions by the top governance body indicates contempt for that body.

See Governance, page 5.

President's Corner

Candace Merbler,
President, Albany Chapter, UUP
University Libraries

At almost every turn lately, there are more and more articles, interviews, etc. on the plight of public higher education and what it will look like in the future. Our own Chancellor, subsequent to meetings with President Obama, knows well that we must look to the future. But what will higher education look like five or ten years from now? Will post secondary education in America be limited to preparing students for the job *du jour* (see *Higher Ed and Economic Development: Is that all there is?*, page 3)?

It is projected that student enrollments will be decreasing here in a few years, so how do we plan for that? With costs continuing to rise, will students will be turned away from the opportunities that higher education provides due to rising debt and the inability to obtain scholarships and loans? Will higher education continue to go down the path of privatization with increasing demands on faculty and staff to produce more, and colleges and departments pitted against one another for survival (see *Trickle Down Competition*, page 8)? Will added emphasis be placed on research funding in order to keep the doors of the institution open? Will tenured faculty find themselves in a position where in order to remain employed, they will need to work in part time positions (see *Why Governance Matters*, page 1)? Will plans for consolidation of services threaten unit autonomy and professional positions (see *Shared Services*, page 9)? What will we, as union members, be able to say about the future?

Plenty, if we make our voices heard!

I encourage each of you to consider these possibilities, and if you find them unsatisfactory—or alarming—then join us downtown on one of our UUP Advocacy Days (see *Legislative Events*, page 7). Can't manage that? Well then at least go to the UUP website (www.uupinfo.org) and send letters to your senator and assemblyman. It takes less than five minutes of your time—consider it an investment in your future, and the future of the entire SUNY system.

Stand up today for the future of public higher education!

Class War: By the Numbers

1/2 What entry level manufacturing jobs are paying compared to six years ago.

18M Number of children receiving subsidized school lunches in 2006-2007.

21M Number of children receiving subsidized school lunches during the 2010-2011 school year.

25+% Rate of increase of children eligible for subsidized school lunches in nearly a dozen states.

37% Rate of young families with children in poverty in 2010.

40% Portion of unemployed actually receiving benefits.

\$295+K On average, what those who earn in excess of \$1M annually will receive in tax cuts under Mitt Romney's proposed tax plan.

\$380K Household income threshold for top 1% of earners, 7.5 times median US income.

\$8.4M Net worth threshold for wealthiest 1%, 69 times the US median household's net holdings (\$121K).

50% Half of the top 1% of earners are among the top 1% of those whose worth exceeds \$8.4M.

16% What the wealthiest 1% of earners collected in the nation's overall income.

1/3 Percent of nation's financial assets owned by wealthiest 1%.

1/2 Portion of 1% who own more than one piece of property

1/20 Portion of 99% who own more than one piece of property.

\$20M Unearned income paid to Mitt Romney in 2011.

13.9% Tax rate paid by Mitt Romney on investment income.

15, 25, or 28% Rate you most likely pay on earned income.

Letter from the Editor

Higher Ed and Economic Development: Is that all there is?

Martin Manjak, Professional Delegate (with apologies to Peggy Lee)

Dear Members:

In her 2012 State of the University address, Chancellor Zimpher continued to emphasize the notion that the state university system is an economic driver in New York State. In fact, the Chancellor, the Governor, and campus officials have placed so much stress on SUNY's ability to generate economic growth that one could be forgiven for concluding that its contribution to the state's economy is the sole reason for its existence.

Compare this view with the state university's mission statement:

The mission...shall be to provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary programs...

The creators of the state university system laid equal emphasis on academic, professional, and vocational programs in that mission statement, suggesting that educational quality, rather than economic activity, should determine academic policy.

The Chancellor acknowledged that her focus on economic measures of SUNY's success could be interpreted as "no more English, no more history." But she denied that's the case in remarks that actually contradict her lukewarm endorsement of Humanities studies. "Business and industry repeatedly tell us," Chancellor Zimpher insisted, "that they want more graduates who are good communicators, creative problem solvers, and also smart, well-educated, and professionally skilled."

In other words, the benefits of a liberal arts education are only manifest in the context of commerce. The implication is that we only keep those humanities courses around because business finds them valuable.

This notion is in sharp contrast to the values and worth that have historically been associated with the liberal arts. They were viewed as valuable in and of themselves because they offered multiple pathways to the discovery of the truth. At the risk of belaboring the obvious, I would argue that it's

important to have the ability to distinguish between what is true and false, from a personal as well as public perspective.

How can you formulate and define your values if you cannot determine what is true or false? Decisions are driven by values, or the lack thereof. We react to threats to our values and act, generally, in consonance with them. Values dictate the shape, course, and quality of our lives.

In the public sphere, even a cursory knowledge of history will show that entire civilizations have been led to ruin because they could not discern the truth. We live in a complex and contentious democracy in a era of unprecedented access to information. We are continuously bombarded via a plethora of new technologies with messages designed to influence our thinking, decisions, and behavior. The ability to critically evaluate the source, reasoning, and intent of those messages is crucial to the health and welfare of our nation and its citizens.

No one would dispute SUNY's importance to social and economic mobility. Everyone wants to make a good living. But there is a enormous difference between a "good living" and a good life. The ability to distinguish between the two, and to understand what constitutes the latter, is essential to any humane society. One of the great struggles faced by every generation is how to define a good life and how to live it. Hints to the answers to those vital questions can be found in the study of philosophy, history, the visual and performing arts, the literature of many cultures (the more the better), psychology, and the physical and social sciences.

The individuals who wrecked our economy, and triggered a global recession that still threatens our recovery, were all "good communicators, creative problem solvers, ... smart, well-educated, and professionally skilled." They were also venal, corrupt, short-sighted, selfish, liars, and cheats. Likewise, it would be a terrible cheat to the people that support a public university system, and to its students, to stake its value entirely on its economic potential. It is, in fact, worth so much more!

Larry Wittner, Professor Emeritus, Publishes Memoirs

A longtime agitator against war and social injustice, Larry Wittner (Professor Emeritus, History) has been tear-gassed, threatened by police with drawn guns, charged by soldiers with fixed bayonets, spied upon by the U.S. Government, arrested, and purged from his job for political reasons. To say that this teacher-historian-activist has led an interesting life is a considerable understatement.

In this absorbing memoir, *Working for Peace and Justice*, Larry traces the dramatic course of a life and career that took him from a Brooklyn boyhood in the 1940s and '50s to an education at Columbia University and the University of Wisconsin to the front lines of peace activism, the fight for racial equality, and the struggles of the labor movement. He details his family background and chronicles his long teaching career, which comprised positions at a small black college in Virginia, an elite women's liberal arts college north of New York City, and finally a permanent home at the Albany campus of the SUNY.

Throughout, the narrative he describes such activities as fighting racism in Louisiana and Mississippi during the early 1960s, working with peace-oriented intellectuals in Gorbachev's Soviet Union, and leading thousands of antinuclear demonstrators through the streets of Hiroshima. As the book also reveals, Larry's work as an activist was matched by scholarly achievements that made him one of the world's foremost authorities on the history of the peace and nuclear disarmament movements—a research specialty that led to revealing encounters with such diverse figures as Norman Thomas, Zbigniew Brzezinski, Cesar Chavez, and David Horowitz.

A Tenured professor and renowned author, Larry tells an engaging personal story that includes some of the most turbulent and significant events of recent history.

Larry will host a book signing of his memoirs at The Book House of Stuyvesant Plaza on **March 13**, starting at 7:00 PM. The book is also available from the University of Tennessee press (utpress.org), tel. 800-621-2736 (*Working for Peace and Justice*, ISBN 978-1-57233-857-9).

Report: Engaging Feminisms-Community Conference

On Saturday, November 19, 2011, the second *Engaging Feminisms, Engaging Community* conference took place to foster and discuss feminist social change in the Capital Region, and to answer the question: *How do we work together to create useful knowledge and to support social justice struggles throughout the region and the world?* The conference was co-organized by the University at Albany's department of Women's Studies and Holding Our Own: A Fund For Women, a foundation dedicated to supporting feminist social change projects in upstate New York. The conference was supported by the University at Albany's Vice President for Research, Center for Jewish Studies, Center for Public and Community Service, Institute for Research on Women (IROW), and School of Social Welfare.

Participants engaged in vigorous discussion around five themes: Intimate, Community and State Violence; Environment, Food Security and Habitat; Globalization, (Im)Migration and Citizenship; Bodies, Health and Reproductive Justice; and Economic Inequality, Labor, and Education. Students, university faculty and staff, and community members made plans to share needs and assets with each more efficiently to address social justice struggles in the Capital Region.

Several new and exciting initiatives have sprung from the *Engaging Feminisms* conference, including a young feminists community-building group, which held its first meeting in February 2012, and The Capital District Progressive Faculty Caucus (<http://capitalregionfaculty.org/>), a broad, multifaceted coalition of faculty and staff from colleges and universities across the Capital Region.

The Progressive Faculty Caucus is currently planning "The University in the City," a series of panel discussions. The first University in the City panel discussion is "Understanding the Occupy Movement," scheduled on Sunday, **March 4** at the Women's Building, 373 Central Avenue at 7:00 PM.

For more information see: <http://holdingourownonline.org/ef/>. To join the *Engaging Feminisms* list for announcements, send a blank email with the subject "Subscribe" to ENGAGEMENT@listserv.albany.edu

Governance

From page 1

This in itself is troubling for all who see such governance as more than a sham. It also becomes a 'union' issue, because it can directly affect job security.

In particular, as we've written before, our university administration has effectively combined program deactivation—a process in which the union has no contractual standing – with threatened but not actual retrenchment (which remains a contractual issue), by 'persuading' more than ten tenured faculty to accept early retirement or find positions elsewhere (see "Retrenchment by another name?" Forum #118, Sept-Oct 2011). The administration has thus subverted both union governance and faculty governance with one fell swoop. Without strong governance, we face more of the same: an uncertain future of cuts to permanent employees in the name of an ill-defined, administration-led 'building on strength' plan, without oversight, transparency, or accountability.

At this time we need to know how governance operates at our University. Are Senate and Faculty Council processes transparent and accountable to faculty and professional staff? As importantly, do they act to hold administrators accountable for their conduct? Looking forward, we should ask: are governance bodies adequately consulted in long-term plans such as "NY2020," or are 'ground rules' created out of thin air with the collusion of a shifting body of 'advisory groups' and 'implementation task forces' created by administrative convenience rather than due process?

Such questions are important to us as unionists, faculty, and professionals. In this regard, we welcome the trio of resolutions (see page 10) passed by the UA Faculty Senate on February 6th, approved by strong majorities of voting senators. The resolutions called for three actions:

1. An investigation of the de-activation process initiated on October 1, 2010, asking whether or not it violated University regulations .
2. If such violation is found, placing specific language in the UA Senate By-Laws requiring all future Presidents, Provosts, and Deans to consult with the Senate,

affected chairs and departments, among other governing bodies.

3. An inquiry into whether the cuts to language programs and theater constitute a violation of UA's Mission and Strategic Plans and thus grounds for reinstatement of those programs by the current or future administrations.

Such resolutions suggest a move toward effective faculty governance, willing to investigate administrative action and defend the integrity of our 'knowledge commons.' We see effective, democratic faculty governance as an ally in our efforts to craft a democratic, engaged union. We will need both in the years ahead as we work to protect job security and workplace dignity while helping to build self-governance that is neither bureaucratic nor corporate in nature.

UUP Opposes Tier VI Members are Urged to Contact State Legislators

Delegates at UUP's 2012 Winter Delegate Assembly, Feb. 3-4, approved a resolution to oppose enactment of a Tier VI pension plan. Now UUP has joined other public employee unions in a drive to stop passage of the proposed Tier VI, which would reduce pension benefits for new state employees and raise the retirement age to 65. Members recently received phone calls urging them to call their state lawmakers and the governor to ask them to reject the Tier VI plan.

Members can take action via the UUP website at <http://www.uupinfo.org>. A link on UUP's home page connects to a 60-second radio ad that's running statewide, asking listeners to tell the governor and state legislators they are opposed to Tier VI. The New York State AFL-CIO created and purchased the radio ad.

Please call or write your state legislators and voice your opposition to Tier VI. You can reach your senators, assembly members, and the governor's office via the state AFL-CIO Action Line, at 877-255-9417.

New Spring Break Schedule Increases Child Care Costs Denies Working Parents Vacation Time with Children

Ron Friedman, Academic Delegate

In recent months, I have learned that a number of our chapter members are dismayed about the recent change in our spring academic schedule that replaced two scheduled breaks (in February and April) with a single break in March. Whereas some members have voiced their concern that the new schedule requires holding more class sessions than has historically been the case, most have been working parents worried about the financial and personal cost of the new schedule. Specifically, a number of local school districts (including Albany, Bethlehem, Niskayuna, North Colonie, Schenectady, and Troy) schedule vacations in February and April (to coincide with Presidents' Week and Easter, respectively). Therefore, parents at UAlbany will need to pay for up to two weeks of additional childcare. This could easily cost them over \$1000 per year, depending on the childcare facility and the number of children involved. Moreover, they will lose the opportunity to spend quality time with their children.

Given these costs to working parents (including graduate students), why shouldn't UAlbany revert back to a February/April Spring break schedule? It would relieve a substantial financial burden for many employees and students at no cost to the university. One objection might be that this policy was implemented in response to last year's St. Patrick's Day riots and will prevent a recurrence of such mayhem by sending students home during that holiday.

However, the fact is that only a small percentage of UAlbany students were involved in the riots. The severe consequences reaped by these few students were well-publicized and should serve to dissuade others from engaging in such reprehensible behavior. Instead of banishing our students from campus as if they were collectively responsible for the misbehavior of a small number of their peers, we should be able to raise consciousness regarding the costs of the riots and thereby more effectively prevent similar events in

the future. Moreover, and quite critically, the policy implemented should not unduly burden those who had nothing to do with the incident.

Upon consideration, I therefore propose that we work to change our Spring semester academic schedule for 2013 and beyond so that it coincides to the extent possible with the K-12 vacation and holiday schedules in our local school districts.

Notably, this is not merely an issue for union leadership to negotiate with administration. The administration was well within its contractual rights to alter our schedule, having done so with the full support of the University Planning and Policy Council (UPPC), where faculty and professional members are well represented. Instead, I suggest that we collectively build awareness regarding the implications of the scheduling change in individual department meetings and contact both our faculty senators and members of UPPC to appeal for its reversal. Given the input I have received in recent months, I suspect that such a policy change would be very much welcomed by working families in our chapter who are already financially overburdened and all too short of quality time with their children.

Contract Negotiations Continue

Talks between UUP and state negotiators aimed at reaching terms on a new contract took place Feb. 9 at UUP headquarters. Negotiations have been ongoing and more negotiating sessions are scheduled. The latest information on negotiations is posted on UUP's website (<http://www.uupinfo.org>); go to Contract Negotiations on the home page. Periodic updates and other information will also be delivered for distribution via chapter websites, newsletters, fliers and meetings.

Contributions, Letters

Members are encouraged to submit articles and letters for publication. All submissions must be in electronic format and can be sent to uupforum@gmail.com.

Delay Tactics and Administrative Hypocrisy

Mary Beth Winn, Professor, LLC

On October 1, 2010, just minutes after the President had stunned the campus with a public announcement of his decision to suspend admissions to five degree programs (French, Italian, Russian, Classics, Theater), the Dean of Undergraduate Studies sent an e-mail message to all affected students alerting them to the forthcoming changes to their programs.

The resulting consternation and confusion forced the Provost on October 30, 2010 to send a campus-wide "clarification" of the complicated appeals process that would ostensibly enable students to pursue degrees in those programs, provided they could do so within a limited time frame. The message ended with the assurance that the University was "making all reasonable efforts to help students complete their majors/minors."

Compare this to the administration's communication efforts when minors in French and Russian were re-instated in March 2011. No announcement was made. This, despite the Provost's verbal agreement to the departmental faculty that a notice would be sent on the occasion of the minors' reinstatement. Likewise, when the minor in Italian was re-instated on January 7, 2012, faculty were assured that the campus would be informed, but to date there has been only administrative silence.

How is it that no campus-wide message about these programs has yet been sent by either the Dean of Undergraduate Studies or the Provost? How is it that no announcement has yet clarified that students may continue to minor in French, Italian, and Russian without the threat of deadlines or the requirement to file an appeal? Are RE-instated programs less worthy of a campus-wide public announcement than sudden and ill-justified DE-activations?

For 10 months, the faculty of these programs have repeatedly requested that this information be broadcast, but the response has been silence. For what possible reason is the administration so reluctant to alert its faculty and students to the continued presence of these programs at UAlbany? How can it possibly pretend to promote a strategic

plan to "encourage undergraduate student contact with foreign languages and world cultures" when it ignores its own programs responsible for this contact? The delay in announcing the re-instatement of these programs in French, Italian, and Russian undermines them, essentially "deactivating" them once again, consigning faculty to the realm of the academic "un-dead."

What kind of administration fails to keep its promises to the faculty or to inform its students of academic opportunities? Should not the administration be held accountable to the same principles of integrity and responsibility as the faculty and students that it supposedly serves?

The only message to be heard is that the administration cannot be trusted. It makes promises to faculty that it has no intention of keeping, displays contempt for students who seek to further their studies, and fails in its fundamental role of administering an academic institution that ostensibly fosters probity as well as knowledge.

Legislative Events

Advocate on Behalf of Public Higher Ed & UUP

Ever wondered what a state Senator or Assembly person looked like? Ever wondered what your state legislator looked like? Even more important, do you know where they stand on the issues that matter most to public higher education in New York State, and to union members?

Here's your chance to find out and advocate on behalf of SUNY and UUP. The union will have member meetings with state legislators on each of the following days. We need you to come to the capital and make our voice heard for adequate funding, equitable access, and continued state support for higher education in New York.

To participate, you must register before hand here: <http://bit.ly/nrZFAI>

2/29	UUP Advocacy Day	LOB/Capital
3/14	Higher Ed Action Day	LOB/Capital
3/27	EOP/EOC Advocacy Day	LOB/Capital
4/17	UUP Advocacy Day	LOB/Capital

With a free lunch and a chance to meet union members from across SUNY, you can't lose. However, we all stand to lose if we don't bring our message of support for SUNY to the Capital.

Trickle-Down Competition

The Academic Marketplace and the Principles of Unity and the Common Good

On June 22nd, 2011, the New York State Legislature approved the NYSUNY 2020 Challenge Grant Act. This complicated and controversial piece of legislation contains a number of provisions, but the one I wish to highlight here is contained in its title and summarized by the University at Albany News Center on June 27th: "Under NYSUNY 2020, UAlbany will also be able to compete for up to \$35 million in seed funding to develop critically important capital priorities that will enhance its world-class academic and research enterprise and drive job creation and regional economic growth."¹

Now this statement is characteristically vague. It describes a "world-class academic" mission that, at least at UAlbany, doesn't include French, Italian, Theater, Russian or Classics, and is tied in an ambiguous way to "job creation and regional economic growth," something to be channeled through "critically important capital priorities." It is not clear who gets to decide these critical priorities, but it is clear that they are aligned with the economic interests upon which the document repeatedly insists.

The University at Albany dutifully responded with its own UAlbany Impact Plan, designed to "leverage \$35 million in challenge grant capital funding...to build the University and generate nearly \$1.9 billion dollars of economic impact through the greater Capital Region."² Again, the focus is on economic development as UAlbany competes with its fellow campus centers for state funds. That sounds fair enough until you remember that these "funds" are in fact tax dollars, collected from the citizens of New York state for the education of ourselves and our children. Two models of education uneasily co-exist here. The first is based on community: the citizens of a state pool their resources together to pay for their own education. The second is based on the marketplace: University Centers create business plans to justify themselves as appropriate sites for investment opportunities.

But the competition doesn't stop there. The next step is at the College level, where departments

at the College of Arts & Sciences, for instance, have been asked to put together their own plans to vie for the funds with each other, assuming that the larger plan succeeds. Region pitted against region; University pitted against University; Department pitted against Department: this is the academic marketplace in action. This logic is hard to resist.

After all, any department or college or university that fails to produce a viable plan will suffer financially.

What does all this have to do with the Union? The answer is solidarity. We are the local chapter of a state-wide organization. Within our chapter, those very same departments we're competing against are composed of our brothers and sisters, just as those universities with whom we struggle for funding are our state-wide brothers and sisters. Forcing us to compete with each other for jobs is the oldest strategy in management's playbook. And we must recognize it for what it is: a tool to divide us. But if the idea of a union means anything, it is that we are stronger when we stand together. We need to think of ways to unite across departments and across campuses to resist the marketplace logic that is designed to pit us against each other, to compete for what the taxpayers of the state have a right to expect: stable, productive and intellectually viable centers of education and employment.

¹<http://www.albany.edu/news/14322.php>

²http://www.suny.edu/Board_of_Trustees/webcastdocs/2020-UAlbanyPlan.pdf

GOP Candidates on Labor and Public Employees

Rick Santorum: "I do not believe that state, federal or local workers ... should be involved in unions. And I would actually support a bill that says that we should not have public employee unions for the purposes of wages and benefits to be negotiated." (Fox News/Google debate, Sept. 22, 2011)

Mitt Romney: "My friends in Ohio are fighting to defend crucial reforms [i.e., legislation to disenfranchise public employees] that the state has put in place to limit the power of union bosses and keep taxes low. I stand with... Ohio's leaders as they take on this important fight to get control of government spending." (Facebook; Politico.com, Oct. 25, 2011)

“Shared Services” and SUNY Professional Employees

Martin Manjak, Professional Delegate

Professional employees in the SUNY system should spend some time studying the Chancellor’s plans for service consolidation as outlined in her State of SUNY speech¹. Two sections in particular outline the Chancellor’s goals and objectives in this area: “*COST: Shifting Administrative Cost Savings to Instruction*,” and “*Crossing the Digital Divide*.”

Throughout these sections, the term “shared services” is employed to signify cost savings largely realized through consolidations. In the first section referenced above the Chancellor states:

...we will shift the balance between what we spend on administration versus academics and student support. To ensure this next step, in 2012 we will develop Regional Administrative Centers that will centrally process payroll, benefits, purchasing, travel, and other basic administrative services...over the next 3 years, all SUNY campuses will shift--at minimum--5% of their administrative spending to academics and student services.

In the section entitled “Crossing the Digital Divide,” she goes on to say:

As we embark on shared services, campus presidents and business officers have proposed several opportunities for regional or statewide savings... [improving] efficiency in areas such as payroll, billing, procurement, MWBE, financial aid, environmental safety, and employee benefits...But the greatest opportunity, by far, is in information technology...by summer 2013, plans will be in place to move all SUNY campuses to common data systems. And by *summer 2014* [Editor's emphasis], those systems will be implemented.

Clearly these plans, with specific fiscal and temporal targets, have enormous implications for SUNY professional employees.

- ⤴ Where will functions be consolidated, regionally or centrally? How will a region’s focal point be determined?
- ⤴ Will the entire staff of an office like Financial Aid be transferred or consolidated, or just the back office IT operations? Will there continue to be any local presence on campuses for the functions identified in the Chancellor’s plans?
- ⤴ Will consolidations require the relocation of personnel?
- ⤴ If a regional group includes campuses that use different ERP systems (Banner, PeopleSoft), or learning management software (BlackBoard), who’s going to decide which campus converts? And who’s going to pay for the conversion?
- ⤴ How will data normalization be carried out between disparate systems? Straight one-for-one translations or amalgams of multiple data base schemas?
- ⤴ How much of the savings envisioned by the Chancellor is based on projected layoffs? Or non-renewals?
- ⤴ Will there be adequate union representation on whatever body is charged with designing these changes?

The Chancellor’s remarks leave many questions un-answered. With such an aggressive time frame for implementation (Summer 2014), one can’t help wondering if the questions have even been asked. Given the potential impact on SUNY’s professional employees—and our expertise in these matters—we should insist on being part of any discussions and plans to realize the Chancellor’s “Shared Services” proposals.

¹http://www.suny.edu/chancellor/speeches_presentations/SOU2012.cfm

University at Albany Faculty Senate Resolutions: Governance, Meaningful Consultations, and Program Deactivations

Passed at the February 6 Session

1. RESOLUTION TO INVESTIGATE VIOLATIONS OF GOVERNANCE PROCEDURES IN THE MATTER OF THE 2010 PROGRAM DEACTIVATIONS

Whereas the 10/1/10 decision to deactivate programs in Classics, French, Italian, Russian, and Theatre failed to meet the standard of formal consultation required by Faculty By-Law 2.2.2 [“The Faculty shall be informed and given opportunity to discuss at the earliest possible stages in their formulation, and shall review and provide formal consultation on, prior to adoption, all proposals regarding: (a) Creation, renaming, major re-organization, or dissolution of academic units and programs”],

Whereas no formal response was provided by the administration to the Senate following passage of Resolution 1011-01, which opposed the deactivations and called upon the President to pursue a consultation process that complies with the spirit and the letter of the Faculty By-Laws, and Resolution 1011-02, which determined that those deactivations compromised the core mission of the university and the ability of SUNY to fulfill its global mission as articulated by “The Power of SUNY” strategic plan,

Be it resolved that the Senate charge GOV:

- ^ to make a full and detailed investigation of the administration's actions,
- ^ to identify specific actions that were in violation of procedures outlined in the Faculty By-Laws,
- ^ to create a set of guidelines that more clearly determine how the Council on Governance will respond to similar administrative actions in the future,
- ^ to provide a report to the full Senate by 3/15/12;

Be it further resolved that, following that report, the Senate chair call on the President to reverse any administrative decisions that are determined to have been in violation of 2.2.2 of the Faculty By-Laws.

2. RESOLUTION TO INSTITUTE SPECIFIC CONSULTATION PROCEDURES BEFORE ENACTION OF DEACTIVATIONS

Whereas Faculty By-Law 2.2.2 states that “the Faculty shall be informed and given opportunity to discuss at the earliest possible stages in their formulation, and shall review and provide formal consultation on, prior to adoption, all proposals regarding: (a) Creation, renaming, major re-organization, or dissolution of academic units and programs,”

Whereas Senate resolution 1011-03, based on SUNY Senate Resolution 156-01-1, urged “the System Administration to ensure that campus administrations and existing governance bodies employ formal procedures for consultation before reaching any decisions regarding program consolidation, suspension or elimination,”

Whereas the SUNY Deactivation/Discontinuance form specifies that “the signature of the President affirms that the proposal has met campus administrative and governance procedures for consultation,”

Be it resolved that UAlbany institute a procedure whereby the President and Provost are required to consult with department members and chair, the college dean, the Senate and in particular UAC, GAC, and UPPC, as well as other affected departmental or program faculty, staff and governance units before making a decision to deactivate or discontinue any program.

3. RESOLUTION TO DETERMINE OFFERINGS IN EUROPEAN LANGUAGES AND CLASSICAL STUDIES IN ACCORDANCE WITH UALBANY'S MISSION AND STRATEGIC PLAN

Whereas none of UAlbany's peer institutions offers fewer than 3 baccalaureate programs in European languages,

Whereas the deactivations of 10/1/10 reduce such offerings at UAlbany to 1 (Spanish),

Whereas the Undergraduate Education Objective #4 of the Strategic Plan calls for various initiatives

designed to enhance the international components of undergraduate education,

Whereas the Student Experience Objective #4 of the Strategic Plan, which calls for amplifying the 'World Within Reach' perspective through a dynamic, rich assemblage of experiences, includes as Action Step 4.5 "to encourage undergraduate student contact with foreign languages and world cultures,"

Whereas the Strategic Plan charges the Vice Provost for International Education with organizing a group to identify critical languages and ways to build the University's capacity to deliver instruction in them, such group to be convened immediately following approval of the Strategic Plan, such group not having yet been convened,

Whereas Faculty By-Law 2.2.1 charges the Faculty with initiating, disapproving or approving and recommending for implementation "all changes in, additions to, or deletions from the Curriculum,"

Be it resolved that the Executive Committee of the Senate immediately establish a subcommittee composed of representatives from UAC, GAC and UPPC, as well as other faculty with relevant expertise, to determine which programs in European Language and Classical Studies should be activated, reactivated, or remain active in accordance with the liberal arts mission of the university, such subcommittee to report back to the Senate by 4/15/12.

Statement of Support for the "Occupy Wall Street" Movement for Economic Justice

Adopted by the UUP Executive Board

United University Professions works in support of, and in solidarity with, Occupy Wall Street (OWS). We are and we educate the 99%.

Just as OWS is decrying the growing, vast gap between the mega-rich and the public, UUP decries the growing gap between college opportunities enjoyed by the wealthiest versus the rest of us. College should not be rationed by income, ethnicity, or immigrant status. All who can benefit have a right to affordable, quality higher education.

Just as OWS is condemning the failure of the mega-rich and large corporations to pay their share of taxes, UUP calls on states to stop cutting taxes on corporations and the richest few even as they cut pre-K-12 education and shift the burden of funding higher education to students, whose crushing debt is foreclosing their future and our economy.

Just as OWS is denouncing the bail out of Wall Street and its executives who tanked the global economy while selling out the people and jobs on Main Street, USA, UUP calls on federal, state, and municipal governments to invest less in University Avenue's corporate-like executives and resort-like leisure facilities and more in the human capacity of College Street, in expanding and ensuring a fair and living wage and benefits for the faculties, professionals, and staff who serve students and society.

Just as OWS is standing for freedom of assembly and free speech in public spaces, UUP is working to defend and expand the public space for social critique and democratic debate in not-for-profit higher education settings that are being privatized.

If the country is to rebuild, strengthen, and expand the working and middle classes, if we are to make the American Dream an achievable aspiration for the vast majority once again, we must advance the goals of the Occupy Wall Street movement. We must insist on education as a right for all who can benefit. We must support the dignity of working people, including public sector and unionized employees. And we must demand that the mega-rich and large corporations contribute their fair share in taxes.

United University Professions calls on our colleagues across the country, in and outside of the academy, to stand in solidarity with Occupy Wall Street.

UUP Albany Chapter

University at Albany-SUNY

LCSB 51

1400 Washington Ave.

Albany, NY 12222

Office Phone

(518) 442-4951

Fax

(518) 442-3957

E-mail

uupalb@albany.edu

albany@uupmail.org

EDITORIAL POLICY: The opinions expressed in *The Forum* are those of the writers and members of the University at Albany Chapter of UUP, and do not necessarily reflect the position or policies of United University Professions.



UUP Albany Chapter
University at Albany
1400 Washington Ave.
LCSB 51
Albany NY 12222