



## A Few Words from Your Chapter President

*John P. Schmidt*

### STONY BROOK'S ANIMAL FARM ?

No, we haven't made the switch to Agri-culture. But we do seem to be experiencing a cultural divide on campus. Orwell's book had the eerily pronouncement that "All animals are created equal, but some animals are more equal than others". When equality is not recognized and practiced by all, the "systems" start to break down. This less than equal perspective often translates into a diminution of civility between campus cohorts.

The Provost's salary improvement plan of FY 2000 and 2001 was a formal recognition of faculty contribution to the instructional enterprise and the cost of living in the downstate region. UUP applauded such an initiative but cautioned that the exclusion of professional staff was insufficient and shortsighted. It is axiomatic that the cost of living in the region affects all of us.

The annual Fall convocation for the campus has an agenda that includes the introduction of new faculty only. Two years ago, when UUP sought to have implemented Emeritus status for professionals, the administration balked at adopting the Emeriti label. Each year sees professional staff garnering but 30% of the discretionary salary increase pool when they make up 50% of our Chapter membership (as of December '03).

University orientations, fund-raising, USB 101 are just a few of the university operations that see success due to the commitment of "non-instructional" personnel. Librarians and the professional staff work directly alongside faculty, assisting in classroom and laboratory preparation, advising and counseling, creating and maintaining departmental infrastructure, generating financial reports, processing appointments etc....

Dr. Paula Krebs, Chairwoman of the department of English at Wheaton College, speaks very specifically at the issue she calls "The Faculty-Staff Divide" (please see the article reprint in this edition of INSIGHT). As a final note, when the university administration appears to adopt such a perspective, the problem is greatly exacerbated (we could call this "The Faculty/Administration - Staff Divide").

*Note: At the December 19 Labor/Management meeting, this concern was verbalized to President Kenny. The Stony Brook administration wanted to know what can be done to help ameliorate the issue. We will be providing recommendations and reporting back to the membership in upcoming newsletters/announcements.*



## Civility In The Workplace

*By Pam Burris  
Assistant to the Chair, Physics and Astronomy*

The Professional Council has held regular meetings since its inception in September. Very quickly the topic that percolated up as most important was civility. We related stories about how our working environment has become ever more stressful, manifest in frustration and sometimes illness, while we carry out our mission to serve students.

It was easy for us to analyze the triangular cause: budget cuts, staff decreases and grappling with new systems that may work fairly well (PeopleSoft) or cause complete upheaval (Oracle/Oasis). We feel that these shifts have brought out the worst in many on campus: uncivilized behavior.

We started our review of civility by looking at what Chancellor Ralph J. Cicerone at UC Irvine is doing toward producing a cultural change on his campus that will benefit all members. (You can review his Chancellor's Advisory Committee on Status of Staff at <http://www.chancellor.uci.edu/>.) His program is a much expanded and long-term version of what we find in President Shirley Kenny's 'Year of the Community' documentation (<http://ws.cc.stonybrook.edu/events/yoel/community.shtml>) where it is noted for Stony Brook: 'In committing ourselves to study and work at Stony Brook, we agree to promote equality, civility, caring, responsibility, accountability, and respect'.

We invited presentations by Judi Segall (Ombudsperson), Donna Buehler (EAP) as well as our own UUP representatives who attend to the grievances of Professionals. Our analysis was confirmed: Stony Brook has developed an environment that produces uncivil behavior that adversely affects the Professional Staff and therefore those whom we serve: the students.

At our October 28 meeting, Marilyn Haig, Director of Corporate Education for the Stony Brook Hospital, presented the fine points of the C.A.R.E. program currently undertaken by hospital CEO Bruce Schroffel. Marilyn explained that this multi-year program intends to shift the culture of the organization to achieve a better working environment for faculty and staff in order to better serve patients. There are eight sub-committees: Workplace Quality of Life, Communication, Diversity, Education/Training, Employee Recognition, Leadership Development, Physician Satisfaction, Metrics, that dovetail into a weekly meeting that is engineered from the top down.

In listening to Marilyn's presentation, it became obvious that the program just across Nichols Road resembles UC Irvine's: a program to produce a positive cultural change in the working environment and thus upgrade the service provided. We are currently looking for ways in which to establish a similar program here on west campus.

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## SAVE THE DATE!!!

### UUP Annual Dinner Dance

Join us for a Victorian Sit Down Dinner, Dancing and Door Prizes at  
The Meadow Club of Port Jefferson  
Friday, February 13, 2004  
7:00 p.m. - 11:00 p.m.  
Tickets can be purchased at the UUP Office or you can call Corinne 2-6570



# The Faculty-Staff Divide

By Paula M. Krebs

From *The Chronicle of Higher Education*

From the issue dated 11/14/2003

I don't often think about my position as a faculty member at a liberal-arts college. That is, I don't think about my being a faculty member rather than some other kind of employee – an administrative staff member or a public-safety officer or a cook. I'm starting to wonder, though, whether not thinking about being a faculty member is a bit like not thinking about being white, an unearned privilege.

It's not that we full-time faculty members don't work hard to earn our doctorates. It's just that once we're hired, we acquire instant status inside a culture that encourages us to see ourselves as thinkers rather than as workers. That might help us in our capacity as scholars, but it can also prevent us from understanding much of what makes our research, and especially our teaching, possible. We are encouraged to see the workers around us as there to make our jobs easier, rather than as fellow employees of a nonprofit corporation with its own corporate culture. My college, like all others I know, has a class system: If faculty members occupy a position analogous to an upper class, staff members seem to be, if not exactly working class, then let's say second class.

For about a year now I've been on a committee of faculty and staff members reviewing employee benefits at our college. Of course, faculty and staff benefits are not the same. For example, our faculty members can take for granted that some type of parental leave will make it possible for them to stay on full salary when it's time for their blessed events. Staff members, though, to their chagrin, have to stay healthy and wait until they've accumulated enough sick leave to cover the time they'll need postpartum. If you asked around at a faculty lunch table, very few of us would know that.

The college's early-retirement policy for faculty members, I learned on the committee, also annoys members of the staff, who have no such incentive. It makes financial sense to encourage faculty members to retire – we can be replaced by younger professors for half the salary. Staff replacements, on the other hand, will end up earning only slightly less than the retirees. That discrepancy arises not because starting salaries for faculty members are startlingly lower than those for staff members (they're not), but because our raises are so much better than theirs.

When, six years ago, the faculty members here negotiated a nice package of raises to bring our salaries up to the median of a group of comparable institutions, we measured our pay against the American Association of University Professors' salary figures. The plan we pursued was for faculty members only. When staff members found out about our deal, they asked for some help from us and were eventually able to negotiate a deal of their own, using ours as a model. That instance of the faculty's acknowledging its privileged position and using its resources to help the staff stands out because it was so unusual.

But even with faculty help, the staff members were not able to negotiate the kind of percentages we got, at least in part because they had no ready-made comparisons of the kind faculty could make with the AAUP numbers. The variance between the staff and faculty raises continues to be a source of tension. Staff members are not unionized, and they don't have the clout that we do. Although our faculty is not unionized, either, it does come close to presenting a united front through the AAUP chapter. And many faculty members have job security through tenure.

Colleges are set up, I have observed, to encourage faculty members to think of ourselves as the center of the enterprise, the reason all of the others, including the students, are there. The result can be that we end

up viewing other college employees the way upper-class Victorians thought of their servants. We ignore them when they are doing their jobs well. We talk in front of them as if they cannot hear us. We assume that they will work consistently to make our lives easier. And we are sure that they understand that the real point of the institution is what we do.

In my experience, staff members are more than patient with our arrogance and casual neglect. They rarely hold us accountable for the everyday slights we unthinkingly inflict, the menial jobs palmed off on them because, after all, faculty time is too valuable to waste. One thing I've learned to be more careful about, through my conversations with staff members, is deadlines. Faculty members are notorious for ignoring deadlines, little thinking that missing one will require some staff member to stay late or come in on a weekend to do what should have been done during normal business hours. I now know that I've helped make life miserable for the provost's office when it is compiling materials for tenure cases, for the registrar's office when it is putting together final exams, and for who knows what other offices into which I have rushed, past deadline, expecting them to clean up after me. I'm not privy to what staff members say about us behind closed doors, but I do know that most staff members on my campus appear to be endlessly forgiving of faculty foibles. They have to be, though – the class dynamic demands it.

The usually unremarked-upon divide between faculty and staff here became more noticeable with the war in Iraq. Faculty members passed a resolution against the war, held a teach-in, and proclaimed our support for our antiwar students. Quite a few staff members, on the other hand, set up collecting stations for comforts for the troops (toothpaste, candy bars, deodorant, small treats), sold patriotic bumper stickers to raise money for National Guard units, and gave out flag pins and yellow ribbons.

While faculty members often seemed to speak with one voice against government policy, things were not so straightforward on the staff side. It was clear across the campus that many staff members, even if they were critical of the war, were reluctant to criticize government policies once the fighting began. Many felt it important to "support the troops," who included, in some cases, their spouses and children. We faculty members felt no need to make a distinction between supporting the war and supporting the troops, except, perhaps, for the occasional faculty member with a child in the military (including, in Wheaton College's case, the college's president, Dale Rogers Marshall, whose son is a pilot in the Air Force).

The staff, of course, is not a monolith. Staff members come from all classes, ethnicities, and educational backgrounds. But faculty members generally lump them together as in a separate, and lesser, realm. Financial aid, development, or human-resources officers – they all could be working somewhere else, doing roughly the jobs they do here. And they don't get tenure. So most faculty members don't believe them to be as important to the institution as we are. Even student-life staffers, those employees most likely to be considered the partners in our work with students, are second-class citizens. They are paid less, their benefits are worse, and they are expected to be on campus at least five days a week, year-round. I'm sure the staff has its own hierarchies of which I am unaware, but, indeed, that's my point. I don't have to be aware of them. I'm faculty.

I don't mean that I don't know people on the staff; I mean that in my position as a faculty member, I have not had to be aware, until now, of many of the issues of employment they face. If working on the benefits review with staff members has led me to start thinking of myself less as a professor and more as an employee, I'm grateful for that. I think the committee's work may also have helped a couple of staff members see some of us faculty members as employees, too, which would be almost as good. I have found some staff members to be genuinely surprised, for example, that many faculty members need child care all summer because we, too, have to work. They discover

that some of us come from working-class backgrounds and really do understand, at a personal as well as a theoretical level, why on-site day care, short-term-disability policies, and the opportunity to take free classes can make a world of difference in job satisfaction.

I can't say I see worker solidarity in our future –public-safety officers and literary theorists on the barricades, arms entwined. Despite my working-class background, I find it irresistibly easy to live in the fog of faculty privilege – maybe it even helps my work sometimes –and I imagine that's the case with most of my colleagues. But glimpsing the staff's world means that it's harder to ignore, and I will try to remember that the faculty position is the privileged one because other positions are not.

We all work for a corporation, despite the way small colleges genuinely try to construct a sense of community beyond dollars and cents. I'm not prepared to say that my position isn't central to the mission of this corporation. I think teaching is the reason we're all here. But I'm more aware too, now, that an underappreciated staff infrastructure makes that focus possible.

*Paula M. Krebs is chairwoman of the department of English at Wheaton College in Massachusetts.*

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## UUP And The War In Iraq

*Reported by Willa Smith, Chapter Secretary*

An attendance of 45 chapter members paved the way for an interesting discussion on Tuesday, December 9th, regarding what role the chapter should adopt with respect to the war in Iraq.

Chapter President John Schmidt served as moderator. Schmidt set the tone and format for the forum requesting that the audience follow some basic ground rules and encouraging all to be "hard on issues, soft on people". He noted that this forum would not result in a vote for action by the union on either position, but was an opportunity for members to express opinions and engage in dialogue.

Opening statements were provided by Michael Zweig, Chapter VP for Academics and José Feliciano, Statewide Executive Board member. The floor was then opened for commentary from audience members.

Comments were evenly balanced, and all remained respectful and civil towards the differing viewpoints, on what was felt to be a divisive issue among the membership. Viewpoints centered around the issue of whether the union directly benefits its membership by taking a stand on this war.

On the one hand, members cited how the funding of this war has significant budget consequences, as the increasing cost of the war carved out of finite funding will necessitate cuts elsewhere, most often within the public sector, and commonly within the education system. It is therefore seen as prudent for the union to examine federal decisions and take a stand accordingly. For example, implementation of certain components of the US Patriot Act raises important questions regarding individual privacy rights. In addition, the larger goals of a labor union have always included protecting and advancing the interests of working people everywhere, and the current labor situation in Iraq documents civil liberty and workers' rights violations, many by US companies working abroad.

On the other hand, the role of the union is asserted to be centered solely on actions taken locally which directly influence the betterment of our terms and conditions of employment. One member stated that while individuals are free to join political action causes of their choosing, it is seen as divisive among the membership when personal causes are furthered within the backdrop of the union. Also, it was felt that the current contract negotiations require the full efforts and energies of the union. Political involvement of this nature is seen as

counterproductive towards the primary mission and directive of its membership, as stated in Article 2 of the UUP constitution.

The chapter hopes to continue these forums to discuss issues of interest and debate within and among our membership, as the university creates an ideal setting where issues may be openly presented and discussed.

**IMPORTANT NOTE:** UUP's political stands, adopted by democratic process, are funded with political action monies (Vote/Cope) voluntarily contributed by the membership. Mandatory union dues paid by our bargaining unit are generally not used for funding of political activities.

## Professional Council Success !

Employees can now sign up for EAP Lunchtime Learning Workshops by calling the EAP office directly, and no longer need to get their supervisor's approval.

This change was the result of a recent Professional Council meeting, where concern for the confidentiality of the workshop registration process was discussed. Both the Council, and Donna Buehler the Director of EAP who was our guest speaker, agreed that employees must be able to sign up in a manner conducive to the nature of the programs. Thanks to Kevin Hauss from Human Resources for his assistance in making this change. If you are interested in any of the classes, please call the office at 2-6085 to register or to find out more. Here are just a few of the topics EAP offers classes on: Caregiving, Effective Parenting, Bereavement, Juggling Work and Family, Separation/Divorce Survival, Relaxation, Work and Stress, Use & Abuse and Intervention, Dealing with Depression...!

For a more complete listing and also more information about EAP, please go to their website at: [www.sunysb.edu/eap](http://www.sunysb.edu/eap)

*Artie Shertzer  
UUP Vice President for Professionals*



*Hanging out with Santa at the UUP Annual Holiday Party are pictured left to right, Pam Burris, Marlene Brennan, Jose Feliciano, John Schmidt, (Santa) Sara Lutterbie, and Judith Wishnia*



*Artie Shertzer, Willa Smith and John Schmidt handing out a door prize at the UUP Annual Holiday Party!*



# Who's Who at UUP

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## The Chapter Office is open Monday through Friday, from 9 am to 3 pm.

The Executive Board meets on Alternate Tuesdays at 12 noon, and members are encouraged to attend. Please contact the Chapter Office for exact dates and times. Insight is published by the Stony Brook Chapter of United University Professions. Items for inclusion should be sent to the UUP Office, 104 Old Chemistry, Zip=3475. The opinions expressed in articles in the newsletter are those of the author or the Stony Brook Chapter of UUP and are not necessarily the opinions of United University Professions.

**SAVE THE DATE!!!**  
**STONY BROOK DAY IN ALBANY 2004!!**  
 Tuesday, February 24, 2004  
 Mark the date on your calendar and register  
 now at [www.stonybrook.edu/albany](http://www.stonybrook.edu/albany)



## Benefit Trust Fund Scholarships

Benefit Trust Fund Scholarships provide funding aid to the dependents of UUP bargaining unit members attending SUNY institutions.

**Now is the time to request reimbursement for Fall '03 !!!**

For information...go to [www.uupinfo.org/benefits/scholar.htm](http://www.uupinfo.org/benefits/scholar.htm)  
 Follow the links provided to take you to the appropriate page for downloadable Scholarship forms.



## Defensive Driving Dates

**Date:** . . . Monday, January 26 & Tuesday, January 27, 2004

**Time:** . . . . . 6:00 p.m. - 9:00 p.m.

**Cost:** . . . . . \$25.00 per Person

**Place:** . . . . . SAC Room 305

*\*Attendance both nights is required!*

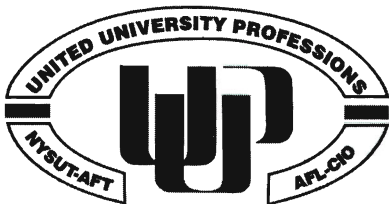
**Date:** . . . . . Saturday, February 7, 2004

**Time:** . . . . . 10:00 a.m. - 4:00 p.m.

**Cost:** . . . . . \$25.00 per Person

**Place:** . . . . . SAC Room 303

**Who:** Open to all UUP members and their immediate family members. Checks should be made payable to "NYSUT Benefit Trust". Bring or mail to UUP Office, 104 Old Chemistry, Zip=3475



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