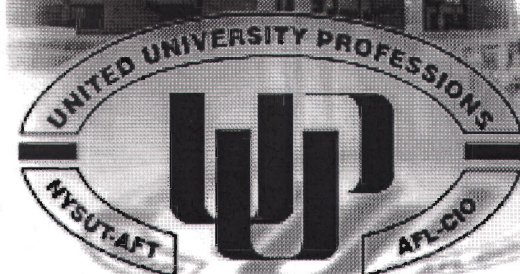


# INSIGHT



NEWSLETTER OF THE STONY BROOK CHAPTER  
OF UNITED UNIVERSITY PROFESSIONS

ISSUE # 3

May '01

The following article by Sarah Stockton appeared in The Chronicle of Higher Ed (online) on May 2, 2001.

It is presented in lieu of the President's Message. Share it with a colleague!

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### **They Also Serve Who Cook and Collate**

By SARAH STOCKTON (*Reprinted from The Chronicle of Higher Education (online), May 2, 2001*)

People on a campus can be divided into three groups: the faculty (which includes administrators), the students, and the staff. Faculty members are the providers, scholars, researchers, educators, academics, writers, and committee members (and administrators make policy and budget decisions). The students are consumers, learners, seekers, and participants. The staff are, well, employees.

When I was a staff member at a large, urban, public university, I worked for the state. Only secondarily did I work for the university. The state had final say over my work schedule, my pay, and my vacation, retirement, and health benefits -- as well as my job security.

That control can be devastating to employees' productivity and morale if they aren't rewarded in other ways, as faculty members are with tenure, and administrators with power. You get no end-of-the-year bonus based on how many problems you solved, how many times you helped a student navigate some bureaucratic quagmire, or how often you walked a faculty member through a software program. You cannot be rewarded with stock options, or skip several rungs on the advancement ladder.

However, you have the consolation of knowing that you aren't likely to be fired even if you don't work very hard or are unpleasant or unprofessional - a consolation available to administrators and faculty members as well. And, of course, after umpteen years of service, you get a small pension.

Even so, though technically I was a state employee, I felt like a member of the university, and a collaborator in its mission of teaching, research, and service.

I fell in love with the idea of academe when I was in high school. I wanted to see those ivory towers, walk those hallowed halls -- first as a student and later in some other capacity. I've always known, though, that I'm not a scholar. I comprehend facts, synthesize information, draw conclusions, and write well enough, but I have not found any particular discipline so appealing that I want to focus my life on it. As a generalist rather than a specialist, I find the path of true scholarship inaccessible.

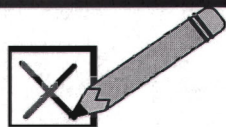
So, after I got my B.A., I entered a graduate program in education, and I looked for ways to be connected to academe without being a professor. I started out as a student assistant in admissions and, in turn, became an admissions evaluator, a department secretary, a coordinator of public relations, and a coordinator of student services. Through this evolution, I read copies of The Chronicle that my various bosses left lying around, studied the university's academic-senate minutes, and perused the mailings generated by administrators. And I thought about how to find a place in the university that would suit my skills and talents so that I could serve its mission without feeling like -- or being treated like -- just an employee.

I am not unique in my goals. I know of other staff members who have dedicated themselves to academe not as some economic safety raft, but because they are committed to working for something meaningful and -- dare I say it? -- good. For instance, I know a man who runs the computer networks for a university's residential services, including students in the dorms and members of the residential-housing staff. He could make substantially more money in the private sector, but he believes in helping students have a positive college experience. I know a department secretary who holds a master's degree, yet stays in her job because she believes strongly in what the faculty members of her department are trying to accomplish, and wants to help them succeed.

On the other hand, I have seen several valuable employees leave academe, and not just for practical reasons like low pay or because they worked in offices or departments that were understaffed. The real reason they left is less tangible: They didn't feel valued or -- even more important -- included.

Staff employees at the university where I worked are not generally considered to have a role in moving the institution forward. These are the people who show up every day, put in their 20 years, adjust to each new admissions policy or parking-allocation decision, rewrite their job descriptions, learn

(Continued on Page Four)



# Chapter Election Results

Listed below are the official results of our Chapter election as tallied by the UUP Elections and Credentials Committee and filed with the UUP Secretary.

The ballots were verified, opened and counted on April 25-27, 2001.

## PRESIDENT and DELEGATE:

A/P	Name	Votes	
P	Schmidt, John P.	230	X

## VICE PRESIDENT FOR ACADEMICS and DELEGATE:

A/P	Name	Votes	
A	Zweig, Michael F.	73	X

## VICE PRESIDENT FOR PROFESSIONALS and DELEGATE:

A/P	Name	Votes	
P	Quinn, Edward H.	141	X

## SECRETARY:

A/P	Name	Votes	
P	Shertzer, Arthur M.	211	X

## TREASURER:

A/P	Name	Votes	
P	Feliciano, José L.	150	X
P	Wrigley, Charles A.	63	

## GRIEVANCE CHAIR ACADEMIC:

A/P	Name	Votes	
A	Rosenthal, Joel T.	77	X

## GRIEVANCE CHAIR PROFESSIONAL:

A/P	Name	Votes	
P	Bishop, Melissa	120	X

## Top Ten By Vote

### Academic & Professional Delegates to Delegate Assembly

A/P	Name	Votes		A/P	Name	Votes	
A	Wishnia, Judith	78	1	P	O'Connell, Edward J.	106	1
A	Godfrey, Aaron W.	75	2	P	Bishop, Melissa	100	2
A	Wishnia, Arnold M.	72	3	P	Feliciano, José L.	98	3
A	Anshen, Frank	69	4	P	Godden, Diane C.	92	4
A	Volkersz, Evert	67	5	P	Wrigley, Charles A.	86	5
A	Smith, Jacquelyn G.	4	6	P	Hopkins, Ellen L.	84	6
A	Rilling, Donna J.	4	7	P	Brennan, Marlene	83	7
A	Rosenthal, Joel T.	3	8	P	Kapur, Sanjay	68	8
A	McAdoo, William	2	9	P	Hansen, Charles C.	67	9
A	Demarie, John A.	1	10	P	Wallahora, Colleen R.	67	10



## CHAPTER COMMITTEES NOW FORMING:

We invite all Chapter Members to consider serving on one of the following Chapter Committees now forming for the next Academic year.

HEALTH & SAFETY

LEGISLATIVE

AFFIRMATIVE ACTION

SOCIAL

INDIVIDUAL DEVELOPMENT AWARDS

PART-TIME CONCERNS

MEMBERSHIP DEVELOPMENT

**Please contact the Chapter Office at Ext. 2-6570**  
or e-mail the Chapter President at [John.Schmidt@sunysb.edu](mailto:John.Schmidt@sunysb.edu)  
with your availability and area of interest.

Thank you!



# INDIVIDUAL DEVELOPMENT AWARDS

## A Review

Articles 12.2 and 42 of our contract with the state provides money "for professional development and training programs which will improve job performance and assist employees in developing their full professional potential and in preparing for advancement." Formerly known as the Professional Development and Quality of Working Life (PDQWL) Awards, this funding is now referred to as the Individual Development Awards (IDA).

During this round, the West Campus UUP Chapter committee received \$56,141 in funds to be divided among 94 Full-time and 10 Part-time applications. Last year, the money was divided equally among all applicants, a process which gave almost everyone some funds but did not differentiate on the merits of the different proposals. This year the committee decided to evaluate applications based on two major criteria: (1) the focus, specificity, and academic merit of the research project; and (2) the contribution of the grant to the member's professional development.

The applications were ranked based on the criteria and funded on a percentage basis that depended on the ranking. Most of the applications were funded, at a range of between 75% and 25% of the requested funds. Those applications that did not receive funding typically did not meet the required deadline for submission or fell outside the period in which the funds have to be used.

This year, we have decided to list award recipients in order to illustrate the cross section of employees who benefit from this program, which is a direct result of UUP's contract improvement initiatives on your behalf.

Name	Department	Award*
1. Cassidy, James A.	A-Art	883
2. Jeffreys, Joe E.	A-Theatre Arts	1,000
3. Koppelman, Constance E.	A-Wmns Studies	1,000
4. Kurash, Cheryl L.	P-Univ Cnsl Ctr	1,000
5. Leslie, Richard G.	A-Art	990
6. Sacks, Nancy	A-Sociology	1,000
7. Simha-Alpern, Amira	P-Univ Cnsl Ctr	480
8. Staehler, Tanja	P-Acad Advising	425
9. Rzhovsky, Tatiana G.	A-German & Slavic	654
10. Vasvari, Louise O.	A-Comp Lit	989
<b>SUBTOTAL PART-TIME</b>		<b>8,421</b>
1. Allen, David Y.	A-Library	350
2. Bailyn, John F.	A-Linguistics	729
3. Beaufort, Anne	A-Writing Program	248
4. Bender, Michael	A-Computer Science	720
5. Benitez-Silva, Hugo	A-Economics	750
6. Bethin, Christina Y.	A-Germanic Langs	554
7. Bona, Mary Jo	A-Eur Lang & Lit	564
8. Casey, Edward S.	A-Philosophy	250
9. Chen, Jiuhua	A-Geosciences	350
10. Chin, Frank Y.	P-Physics	482
11. Cho, Sungtaek	A-Religious Std	750
12. Cooper, Helen M.	A-English	750
13. Cooperman, Susan	P-Acad Advising	450
14. DePeter, Ronald A.	A-Writing Prog	136
15. Djuric, Petar M.	A-Elec Eng	750
16. Edwards, B Jeffrey	A-Philosophy	488
17. Erickson, Christa K.	A-Art	675
18. Fazio, Michele A.	P-Grad School	238
19. Fedi, Andrea	A-Eur Lang & Lit	350
20. Feinberg, Eugene A.	A-Applied Math	750
21. Feliciano, Jose L.	P-Physics	450
22. Focazio, Paul C.	P-Sea Grant Inst	750
23. Fouron, Georges E.	A-Inter Soc Sci	350
24. Frank, Barbara E.	A-Art	750
25. Gabbard, Krin	A-Comp Studies	350
26. Gardaphe, Fred	A-Eur Lang & Lit	569

NAME	DEPARTMENT	AWARD
27. Geyer, Dennis L.	P-Enrollment	450
28. Glover, Gisele I.	A-Library	750
29. Gold, Eva L.	A-Eur Lang & Lit	350
30. Goldfried, Marvin R.	A-Psychology	450
31. Grey, Clare P.	A-Chemistry	750
32. Harvey, Robert J.	A-Comp Lit	750
33. Hicks, David B.	A-Anthropology	750
34. Howard, Richard	A-Philosophy	276
35. Jourdain, Sarah C.	A-Eur Lang & Lit	222
36. Kaczmarczyk, Gary J.	P-EH&S	250
37. Kalinowska-Blackwood, I.	A-Eur Lang & Lit	324
38. Kassel, Paul	A-Theatre Arts	750
39. Kaufman, Arie E.	A-Computer Sci	280
40. Kimmel, Michael S.	A-Sociology	450
41. Kinney, Daniel W.	A-Library	250
42. Klosowski, Linda A.	P-Telecomm	250
43. Kotlas, Maureen M.	P-EH&S	750
44. Kurthen, Hermann M.	A-Sociology	750
45. Lagos, Cora G.	A-Hisp Lang & Lit	450
46. Landsman, Ned C.	A-History	750
47. Larson, Richard K.	A-Linguistics	425
48. Ledgerwood, Mike	A-Eur Lang & Lit	398
49. Lemay, Helen R.	A-History	750
50. Lenci, Marco	A-Inst. For Math Sci	450
51. Leuciuc, Adrian L.	A-Elec Eng	250
52. Lim, Shirley J.	A-History	750
53. Lipski, Andrzej R.	A-Physics	750
54. Mar, Gary R.	A-Philosophy	180
55. Miller, Clyde L.	A-Philosophy	710
56. Moskowitz, Anita F.	A-Art	750
57. Mount, Timothy A.	A-Music	279
58. Murphy-Sassano, Christine E.	P-Summer Sessions	169
59. Obermeier, John W.	P-EH&S	295
60. Oliver, Kelly	A-Wmns Studies	750
61. Park, Sangin	A-Economics	150
62. Peterson, Anne V.	P-Univ Cnsl Ctr	750
63. Picart, Francis	P-Chemistry	450
64. Pochron, Sharon T	A-Anthropology	229
65. Popescu, Sorin E.	A-Math	750
66. Repetti, Lori D.	A-Linguistics	750
67. Rivera, Beverly	P-Registrar	262
68. Robinson, John K.	A-Psychology	124
69. Rosen, Jo Ann	P-Univ Cnsl Ctr	750
70. Rosenthal, Joel T.	A-History	750
71. Roxborough, Ian	A-Sociology	266
72. Ruf, Gregory A.	A-Inter Soc Sci	750
73. Rzhovsky, Nicholas	A-Eur Lang & Lit	750
74. Schafer, Wolf D.	A-History	750
75. Sellers, Christopher L.	A-History	691
76. Setton, Mark C K	A-Religious Std	133
77. Shea, John J.	A-Anthropology	593
78. Skorin-Kapov, Jadranka	A-Harriman School	628
79. Sridhar, Kamal K.	A-Linguistics	446
80. Sridhar, S. N.	A-Linguistics	391
81. Stack, Robert	P-EH&S	750
82. Sugarman, Jane C.	A-Music	250
83. Summerfield, Kathy A.	P-Grad School	250
84. Swann, Christopher A.	A-Economics	245
85. Terwilliger, Kathryn A.	P-EH&S	750
86. Topolovec, Ana	P-Facilities Eng	383
87. Trigo, Benigno L.	A-Hisp Lang & Lit	750
88. Van Winkle, Steven R.	A-Poli Sci	250
89. Volat, Helene M.	A-Library	475
90. Wilson, Kathleen	A-History	750
91. Wunsch, Jared	A-Math	600
92. Ye, Kenny Qian	A-Applied Math	350
93. Zhu, Wei	A-Applied Math	450
94. Zweig, Michael	A-Economics	623
<b>SUBTOTAL FULL-TIME</b>		<b>47,720</b>

Note: A=Academic/Librarian P=Professional

\*As Of April 30, 2001



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

The Executive Board meets on Alternate Fridays at 12 noon, and members are encouraged to attend.

(Continued from page 1)

new technology, sit through performance reviews, and are never asked to serve on universitywide committees.

Granted, plenty of employees are satisfied with that kind of life; they just want to put in their time and go home. They like having less pressure and less competition than they would face if they worked in the private sector. These are the staff members who are referred to as deadwood. Their colleagues who are more ambitious, industrious, or committed work around them or take over some of their chores.

Faculty members, of course, can fall into the deadwood category as well. The tenure system, as many staff members argue, can create the same mindset as state employment does. The results include a sense of marking time, doing as little as possible, and generally lying low. Deadwood can be found in every walk of life where job security is not threatened by low performance or a bad attitude.

But what about those of us who seek the invigorating feeling of belonging to something important and meaningful, who want to contribute, take on more responsibilities, and participate at every level? Many faculty members and administrators in higher education feel a sense of vocation. Many staff members, too, want to be more than employees who do an isolated set of tasks and collect a paycheck. They are certainly not in academe for the money. They are there because they like being associated with the mission of higher education. They enjoy working with students. They value the exchange of ideas, the pursuit of knowledge, and the opportunity to work with a commodity that has a more meaningful purpose than do silicon chips or car parts. All they ask in return are recognition and the chance to participate, even though they don't have a Ph.D. -- the magic ticket to the faculty club.

I've heard any faculty members bemoan the fact that no one wants to be a secretary anymore. For many women I know who hold clerical and secretarial jobs in academe -- most of those jobs are still held by women -- the issue is not the work involved, but the esteem in which they are held. They don't want to be treated like secretaries, with all the negative connotations that word carries.

In my experience in the private sector and in higher education, people who perform secretarial, clerical, or administrative-assistant work get more respect in the corporate world. There, everyone is seen as working toward the same goal -- the success of the company -- and everyone's role is essential to that success. But in many department offices on campus, secretaries are treated as someone to tolerate, appease, or badger. Essential, yes -- who else wants to do that tedious work? -- but not really valued. Faculty members and students alike seem to believe that they could do the job, although they have chosen not to.

The janitors, computer techies, clerical-staff members, cashiers, gardeners, and everyone else you might meet in the course of a working day at a university are all participants in the making of a successful institution. None is more or less valuable. Faculty members are needed to teach, but the person who will unclog their toilets is needed, too. Who will collate a crucial report? Who will remind the department chairman not to miss an important meeting? It's a joint effort.

Yet one of the most valuable resources a university can have, its staff, is often overlooked, unrecognized, and undervalued. Staff members are not faculty members, who have reached the finish line of higher education and are in the winner's circle; they are not students, who are at the starting gate. They are somewhere in between, providing the resources needed to hold the race at all.

Much discussion occurs these days about how to strengthen higher education's sense of purpose. Faculty members seek to find meaning in their teaching and research activities. Students find meaning in community service and in interdisciplinary approaches to learning that help connect them to the world outside the campus. Papers are written, conferences are held. The people who set up the chairs and the microphones for a conference on meaning in education may be seeking precisely that -- meaning. The secretary who types the program, the graphic artist who designs the handouts, the dining-services employees who provide the coffee and bagels may all be doing those things not just as state employees, but also as members of a university. Why should anyone presume otherwise?

Sarah Stockton was a staff member at San Francisco State University from 1986 to 1989 and from 1996 to 2000. She is now a freelance writer and editor.



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