



# INSIGHT

Local 2190 - Volume 45 - January/February 2020  
Stony Brook Center/Southampton Chapter



Chapter President Ed Quinn

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## Welcome to the Spring 2020 semester!

I would like to take this time to thank all of the volunteers that make this chapter work for its members. We could not do it without you.

We have worked to establish new campus relationships and strengthen existing ones. Several of our Chapter Committees are up and running and we continue to reach out to all of our new members as they come on board.

One of our goals for the Fall 2019 semester was to reestablish a presence at the Southampton Campus. We have held and sponsored events on the Southampton campus and are currently working on a new location for a satellite office space.

As we move into the Spring 2020 semester we are looking forward to continuing our collaboration with the Staller Center, planning some off campus excursions, representing members' issues and concerns, and forging ahead working with the campus administration to make the campus safe and inclusive.

Please check our [website](#) for the most up-to-date listing of events and meetings for Spring 2020.

Thank you for your support and participation in your union, and making us stronger to advocate for all of our members.

In Solidarity,

Ed Quinn, Chapter President

## "An Injury To One, Is An Injury To All"



Fall Delegate Assembly, October 2019

### UUP WEST CAMPUS OFFICE

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## Grievance and Workplace Concerns Committee

### Committee Spotlight

**Where Do I Go With Questions About...** Changes to my workload? Issues with my supervisor? My colleagues? The climate in my department or unit? Working papers and my immigration status? Missing vacation or sick pay? Bullying and harassing behaviors in the workplace? Microaggressions?

The **Grievance and Workplace Concerns Committee** ([view brochure](#)) will help you navigate difficult workplace conditions by providing access to range of services: from documentation, to mediation and strategic support, mentorship, and when appropriate, support you in officially filing a grievance.

### A Message from the Committee....

"We hope you all had a good kick off to the start of the spring semester! There have been exciting changes happening at the local level. **New to the Stony Brook Center Chapter this academic year is the inception of the Grievance and Workplace Concerns Committee, comprised of a diverse group of members, both professionally and personally, who all chose to volunteer their time to support the academics and professionals that have dedicated their careers to enhancing the educational experience at Stony Brook University.** This committee is co-chaired by us – your Academic Grievance Officer and Professional Grievance Officer. **[Shameless plug: We are always looking for additional volunteers to join our committee.]**

In listening to our members, it became clear that we needed to increase the level of support tied to not only contract grievances, but also workplace concerns that may or may not have a clear path to resolution. Together with our Chapter President, our Chapter Assistant and our NYSUT Labor Relations Specialist, **we strive to be responsive, to expeditiously make arrangements to meet with members, to ensure that your inquiry receives the appropriate attention and follow up, and that your concerns are kept confidential and are only vetted to the necessary parties with your explicit, signed consent.**

**Our commitment to you is to remain honest, realistic, and transparent.** We are here to offer coaching and advice to navigate, negotiate and de-escalate situations if needed. **We will offer an empathetic ear, and if a contract violation has taken place, a grievance will be filed if it is not resolved at the local level.**

In addition to our regular meetings with Labor Relations where we review individual cases, we have established regular Labor Management meetings to discuss global issues when patterns are identified. **We look forward to collaborating with management on issues of mutual interest and/or concern, and are actively working to establish rapport with Stony Brook's top leadership to find solutions that will benefit our students, our members, and the functionality of the institution.** It has also been a priority to improve accountability and transparency to our membership, so keep an eye out for our reports on our [website](#).

**It probably comes as no surprise that we have heard from over 60 members in just one semester!** Topics run the gamut - workload creep, larger course loads, denied sabbaticals, clarifications on SUNY and campus policies, retaliation or discrimination claims, difficulty communicating with management, non-renewals, equity issues, and job coaching are just some of the issues brought to the Grievance and Workplace Concerns Committee."

**Have a question or concern? Reach out to us:**  
[academic.grievance@uupsbu.org](mailto:academic.grievance@uupsbu.org)  
[professional.grievance@uupsbu.org](mailto:professional.grievance@uupsbu.org)

### Academics - Did You Know....

#### You Can Stop Your Tenure Clock Following Childbirth, Adoption, Foster Care Placement

Upon written request to their campus administration, **UUP Academics and Professionals are entitled to stop their "tenure" clock for continuing and permanent appointment following childbirth, adoption, or foster care placement without a change in rank or title as follows:**

Academic employees with an academic year obligation for either one or two semesters may request a clock stop commencing either with:

- the full semester during which the child is born, adopted or placed; or,
- the full semester immediately following the child's birth, adoption or placement.

Academic employees on a calendar year obligation may request a clock stop for six months or one year commencing with the date of the child's birth, adoption or placement.

Professional employees may request a clock stop for up to the duration of their family leave following the date of the child's birth, adoption or placement. (NYS/UUP Contract, Appendix A-42)

For additional information on Tenure Clock Stop and other Family Leave & Work-Life Services visit the [Family Leave & Work-life Services Guide](#).



## Academics: What Kind of Research University Do We Want?

Written by, Daniel Kinney, former Vice President for Academics

The following article first appeared in the September 2, 2009 edition of *Insight*. Ten years later, the issues facing our campus that were grappled with then, are very much the same today. Article reprinted with minor edits, and with permission of the author.

*Daniel Kinney is former Vice President for Academics, and served as Interim Dean of Libraries and as the Associate Director for Resource Management within the University Libraries.*

**Have you been asked to teach more courses? Are your class sizes increasing? Is your department considering changing the policy regarding the mix of teaching, research, and service?** If so, UUP would like to hear from you. How the university deals with these issues will have an impact on the kind of research university that Stony Brook will be. It will also have an impact on the recruitment and retention of faculty and graduate students

Article V of The Policies of the SUNY Board of Trustees states: "The University faculty shall be responsible for the conduct of the University's instruction, research and service programs." **There are no SUNY-wide policies on the number of courses that a faculty member must teach or the amount of time that should be devoted to research and service.**

In general, faculty workload is based on past practice, and the balance among these three responsibilities varies among the different SUNY campuses and among the different departments within an institution. **Although workload is not covered in the UUP contract, it is a term and condition of employment. You can request "extra service" pay or a reduction in other duties and responsibilities.**

If you volunteer to teach an extra course or assume additional responsibilities without receiving additional pay or a reduction in another part of your professional obligation, you should obtain a

statement in writing that the extra course is a one-time thing and not part of your normal workload so that it does not become a permanent change in your professional obligation.

**Workload is a complex issue that needs to be viewed as an integrated whole and not as three separate components.**



Chapter Retreat, June 2019

**Teaching, research, and service are complimentary academic endeavors.** There are, of course, differences among the disciplines and the courses within a discipline. Teaching includes supervising graduate research and dissertations. Research not only includes publication but traveling to conferences to give presentations and papers. Service comprises involvement in professional organizations as well as participation in departmental and university committees.

**Faculty members must deal with numerous administrative tasks that place demands on their time.** Obtaining grants and managing projects have administrative and compliance requirements as well. Online classes and the use of instructional technology in the

classroom have created additional responsibilities and time requirements.

These are some obvious examples of what constitutes the work of faculty. The important point is that any consideration of faculty workload goes far beyond the hours spent in the classroom. Much has been written about faculty work and

workload. The budget crisis is indeed serious, but changes that are driven solely by cost considerations will not result in improving the educational mission of the university. In an editorial published in the April 18, 2008 issue of *The Chronicle of Higher Education*, Stephen Joel Trachtenberg, president emeritus of George Washington University, likened a university to a string quartet and asked, "How does one make a string quartet more efficient? Cut it back to a trio? Get the musicians to play faster?"

Any discussion of faculty workload must involve the administration, the University Senate, and UUP working together in a collegial and democratic way. The success of the university ultimately depends on the commitment and dedication of the

faculty and staff, and they must have a say in determining appropriate and viable workloads. The senate and the union should serve as the agents through which faculty can provide this essential input.

### **10 Things New Faculty Should Know:**

1. Start preparing for the tenure process early. If you are not on a tenure track, find out what your appointment renewal process is.
2. Work to put together a schedule that allows you to be productive.
3. Keep good records of your accomplishments.
4. Begin networking with colleagues who can help you develop professionally.
5. Look at a long-term horizon.
6. Take care of yourself and your family.
7. Be clear about all aspects of your professional obligation: Research, Teaching and Service.
8. Consider ways to appropriately deal with students and student demands.
9. Think about potential roadblocks, and ways to overcome them.
10. Seek help when needed from your UUP chapter, department colleagues, and others across campus.





**"UUP is well aware that workload creep is one of the most common—and troublesome—workplace issues for members working at SUNY."**

## Professionals: Things You Should Know About Workload Creep

**Compiled and edited by, Diane Bello, Vice President for Professionals**

*The following article is based on a chapter workshop on workload creep created by Diane Bello and Lisa Willis, LRS.*

"We're hearing from our members across the state and from every campus type that workload is skyrocketing due to attrition and decades-long austerity budgets— and it is affecting their quality of work, their ability to serve their students and patients, and overall employee morale," said UUP President Fred Kowal. In response, the union has put together a workload toolkit that includes a checklist of actions academic and professional employees can take to help counter workload creep.

### **How You Can Fight Workload Creep:**

**1 - Understand the basic principles that apply to your professional obligation.**

**2 - Discuss your job duties with your supervisor as your Performance Program is being developed.**

**3 - Make sure you have a current Performance Program that accurately reflects your professional obligation.**

**4 - Be sure you are able to perform all of the duties in your Performance Program. Ask for training, if needed.**

**5 - Consult with the chapter leadership if you have questions.**

**6- Document workload increases:**

- **Keep a log of work done in areas that are subject to workload creep.**
- **Document that you have taken on additional workload for specific reasons/projects—and note that you do not consider it to be part of your professional obligation going forward.**
- **Make sure your Performance Program is modified to reflect workload increases, identifying extra work in relation to previous years.**

**7 - A change in duties and responsibilities may warrant a promotion, salary increase, reduction in other duties, extra service pay or compensatory time.**

**8 - Consider requesting a salary increase or promotion when you feel it is warranted, especially if your Performance Program shows an increase in duties and responsibilities.**

**9 - If additional duties are added to your Performance Program, ask for others to be removed or for a salary increase.**

**10 - If you are denied a salary increase or promotion, you can appeal the denial to the College Review Panel.**



Richard Tuckosh, Diane Bello, and Mary Ann Schill  
Office of the Registrar

### **WORKING TOGETHER TO BEAT THE CREEP**

According to statewide Vice President for Academics Jamie Dangler and Vice President for Professionals Tom Tucker, there are several key steps members can take to address workload creep. In an article written for chapter newsletters, Dangler and Tucker said that the specific duties and responsibilities that constitute the workload of UUP members vary considerably. For professionals, those duties and responsibilities are outlined in performance programs. For academics, those duties and responsibilities are in appointment letters and grounded in unit/program/department norms. "As UUP attempts to confront administrative changes that can increase the workload of academics and professionals, the SUNY Board of Trustees' definition of 'professional obligation' is our reference point," Dangler said. The administration can be confronted by UUP if the specific content of a member, department or unit's full professional obligation is exceeded.

### **STEPS TO TAKE**

If a professional's workload is increased, there must be an adjustment of the performance program to specify how new duties will be offset by a decrease in existing duties. If an academic's workload grows by adding new required duties, there must be changes in the other areas of the professional obligation. For example, if course load is increased, there must be a substantive decrease in another area. If class sizes expand substantially or if new administrative duties are required of an academic department, it's possible for UUP to engage in "impact bargaining" with the campus administration to seek adjustments or additional compensation. "Workload creep is often experienced individually, but is part of a collective problem," Tucker said. "Working collectively with your UUP chapter is key to addressing workload issues."

*Diane Bello is Vice President for Professionals, Professional Delegate and Departmental Representative as well as Officer Liaison to the chapter's Professional Council; she serves as University Registrar at SBU.*



### What is a Performance Program?

The annual performance program is a written document that identifies those aspects of your duties and responsibilities assigned for a one-year duration. It is not a job description. The performance program is a result of discussions between you and your immediate supervisor. Your first written performance program is provided to you within 45 days of your initial date of employment. A new performance program is provided yearly, or whenever your duties and responsibilities change, after promotions or as conditions warrant. Your performance program is the official record of your assigned professional obligation and is placed in your official personnel file. You must also receive a copy. Your annual evaluations are based on the duties and responsibilities assigned in your performance program.



Chapter BBQ, September 2019

#### Things to Keep in Mind as your Performance Program is Being Developed:

- *Take advantage of the consultations with your immediate supervisor prior to the final preparation of your performance program. Ask questions and request clarification on anything in your program that is unclear. Ask that continuing professional development and training be included, if needed.*
- *Make sure you have a clear understanding of supervisory and functional relationships.*
- *Make sure you understand the criteria for evaluating the achievement of each aspect of your written assignment.*
- *Make sure you understand the tasks, if any, you will be required to perform over the next 12 months. Make sure the timelines for achieving your objectives are reasonable.*
- *If secondary sources are identified as individuals who will evaluate your performance, make sure you know who they are, what part of your program on which they will be consulted, and why secondary sources are included.*
- *Take advantage of an informal, ongoing evaluation process with your immediate supervisor. If you are having difficulty with aspects of your program, discuss it with your immediate supervisor at the earliest opportunity.*
- *If additional duties are added to your performance program, ask for others to be removed, or ask for a salary increase.*

The next step to establish your performance program is for your immediate supervisor to put everything discussed in writing and to provide you with a copy. Make sure the document is accurate and reflects what you have discussed with your supervisor. Your supervisor has the final authority to determine the elements of the performance program. You and your supervisor will sign the performance program. Your signature only acknowledges that you received it. You should attach a written statement to the performance program within 10 working days of receipt if you object to any part of it, or need to clarify your understanding of it.

A copy of the performance program (and your written statement if submitted) is placed in your official personnel file. You should keep a copy for your own file. **You will receive a new performance program each year, even if there are no changes to it, or as conditions warrant.**

It is not uncommon for changes to be made to your performance program during the year. **When changes occur, a new performance program may be written and the new items included.** If the changes are not reflected in the performance program, you can be directed to perform them, but you cannot be evaluated on them. You may be eligible for a promotion, salary increase, extra service compensation or compensatory time.

**If your immediate supervisor changes, your new immediate supervisor must be identified to you in writing within 30 days.** It is important to review your duties and responsibilities with your new immediate supervisor to ensure you know your new immediate supervisor's expectations and vice versa.

**Keep in mind that your performance program is intended to reflect 100 percent of the job you were hired to do for a one-year period.** It is also important to understand that management is not responsible to compensate you for any extra duties you assign to yourself. When you need to work beyond your professional obligation, speak to your immediate supervisor first to get the approval to do so—and the compensation (whether compensatory time or overtime) that is appropriate because it is assigned.

**If you have not received your performance program, you should speak to your immediate supervisor so one can be developed.** If you still do not receive one, then you can speak to your UUP chapter leaders for help. It is the policy of SUNY that employees are evaluated. You cannot be evaluated without a written performance program. And, in fact, not having a performance program in place by the deadline is grievable under Article 7 of our contract.

## The Annual Evaluation- Based on the Performance Program

Your evaluation is based solely on the items specified in the performance program that was developed for the evaluation period. Your immediate supervisor will provide you with a preliminary written evaluation, as well as a new performance program.

The preliminary evaluation may include a summary of information received from secondary sources, and identification of how well you performed each aspect of your performance program.

The evaluation may contain recommendations for personnel actions, for example, reappointment, promotion, salary increase or discretionary salary increase. The summary of your evaluation can only be characterized as "satisfactory" or "unsatisfactory."

**You and your immediate supervisor should meet to**

discuss the evaluation and recommendations. You should review everything in the written preliminary evaluation. Tell your immediate supervisor if there are aspects of the preliminary written evaluation with which you do not agree. Perhaps the wording can be changed to provide a more accurate reflection of your performance.

**If this does not occur, you should write your understanding of the items in question and have it attached to the final evaluation.** This is important: If you do not express your concerns, the immediate supervisor's word stands.

A final evaluation report will be prepared and you will be provided with a signed, dated copy. You will also receive a new performance program. A copy of each is placed in your official personnel file in Human Resources; your immediate supervisor also retains a copy.

### Here are Some Points to Consider During your Annual Evaluation:

- Ask for clarification if any statements are unclear.
- Sometimes, wording in the evaluation can be changed to provide a more accurate picture of how you performed. You can and should make suggestions for written revisions.
- An evaluation should be used to help you excel and improve in your position and your career.
- Request training/assistance if you believe it's needed.
- If your previous performance program was overly ambitious, it might be necessary to suggest written revisions and make changes to create a more realistic performance program.
- If you disagree with the evaluation, you should write a rebuttal and attach it to the evaluation.
- If the evaluation is unsatisfactory, you can appeal to your chapter's Committee on Professional Evaluation. (Please note: You have up to 10 working days to request a review.)

## Professionals Employees Guide (con't)

***"Your immediate supervisor will provide you with a preliminary written evaluation, as well as a new performance program"***

### The Purpose of the Evaluation is to:

- ***Provide the college president with consultation in his/her decision to renew or non-renew an employee's appointment.***
- ***Provide a base for performance improvement.***
- ***Serve as a guide to re-evaluate job functions.***
- ***Provide the college president with consultation as to promotions, salary increases and discretionary salary increases.***
- ***Provide a basis for career growth. The criteria for the evaluation, as specified in the Policies of the Board of Trustees - Article XII - Title C, include, but are not limited to:***
  - ***Effectiveness in performance—as demonstrated, for example, by success in carrying out assigned duties and responsibilities, efficiency, productivity and relationship with colleagues.***
  - ***Mastery of specialization—as demonstrated, for example, by degrees, licenses, honors, awards and reputation in professional field.***
  - ***Professional ability—as demonstrated, for example, by invention or innovation in professional, scientific, administrative or technical areas; i.e., development or refinement of programs, methods, procedures or apparatus.***
  - ***Effectiveness in University service—as demonstrated, for example, by such things as college and University public service, committee work and involvement in college or University related student or community activities.***
  - ***Continuing growth—as demonstrated, for example, by continuing education, participation in professional organizations, enrollment in training programs, research, improved job performance, and increased duties and responsibilities.***





## Who's Who at UUP



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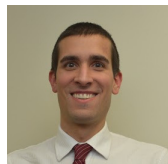
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## A Message from your New Vice President for Academics, Jeff Heinz



Dear Campus Community,

**I am humbled to be able to serve you as Vice President for Academics (VPA) for the SBU west chapter of UUP.** I am a professor of Linguistics with a joint appointment in the Institute for Advanced Computational Science and this is my third year at Stony Brook, having spent 10 years at the University of Delaware previously.

**As VPA, I will focus on three initiatives.** First, via the chapter's Academic Council, I will encourage faculty--- both those engaged and those unengaged with UUP--- to raise, investigate, and address issues which can improve the research, teaching, and service conditions on campus. Our working conditions are our students' learning conditions. Second, in consultation with the chapter President and the chapter Officers for Grievances

and Workplace Concerns, I will work to effectively present faculty issues and concerns at the monthly Labor Management meetings. Third, I will liason with the University Senate President to help UUP effectively coordinate with the University Senate on matters of shared concern.

**We are planning for the first Academic Council meeting to take place in February. Keep an eye for the exact time and place. All academics are welcome, no matter your school, college, department, and no matter your appointment. Contingents, temporary and term appointments, tenure-track and distinguished faculty are all welcome.** Let's work together to make Stony Brook the university we want it to be.



@uupstonybrook



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@uupsbu

## Spring 2020 - Calender of Events

Events Subject to Change - Check the [Chapter Calendar](#) for the most up-to-date details and to RSVP Online!

### February

- **Mon 2/3** - University Senate @ 3:30 pm, Wang Ctr Theater
- **Wed 2/5** - Mass Mutual Presentations, Individual Meetings
- **Mon 2/10** - New Employee Webinar @ 12pm
- **Tues 2/11** - Professional Council Meeting @ 12-pm, Harriman Hall 249
- **Thurs 2/13** - Student Debt Clinic @ 12:30-1:30pm, Humanities 2001
- **Tues 2/25** - UUP Executive Board Mtg @ 11:30-12:30pm, Wang Ctr 201
- **Thurs 2/27** - Permanent Appt. Workshop @ 12-1pm, Wang Ctr 201



Jennifer Jokinen & Dominique Barone

### March

- **Mon 3/2** - University Senate @ 3:30pm, Wang Ctr Theater
- **Mon 3/9** - General Membership Meeting @ 11:30-1pm, SAC Ballroom A
- **Thurs 3/12** - Know Your Rights Workshop @ 1-2pm, Humanities 2001
- **Tues 3/24** - Professional Council @ 12-1pm, Harriman 249
- **Wed 3/25** - UUP Executive Board Mtg @ 12-1pm, SAC 306
- **Thurs 3/26** - UUP Happy Hour @ 4:30-6pm, Hilton Garden Inn Bar
- **Mon 3/30** - Town Hall @ 1-2pm, Humanities 2001



UUP's Outstanding Retiree, Charlie McAteer

### April

- **Mon 4/6** - University Senate @ 3:30pm, HSC Lecture Hall 2
- **Mon 4/20** - Student Debt Clinic @ 12:30, Humanities 2001
- **Tues 4/21** - UUP Executive Board Mtg @ 11:30-12:30pm, Wang Ctr 201
- **Thurs 4/23** - Professionals Workshop @ 12-1pm, Wang Ctr 201
- **Mon 4/27** - Department Rep Meeting @ 12:30-1:30pm, Humanities 2001
- **Tues 4/28** - UUP Happy Hour @ 4:30-6pm, Hilton Garden Inn Bar



Communications Committee

### May

- **Mon 5/4** - University Senate @ 3:30pm, Wang Theater
- **Fri 5/8** - Professional Council @ 12-1pm, Harriman 249
- **Thurs 5/14** - Spring Fling @ 11:30-1pm, SAC Ballroom A
- **Tues 5/19** - UUP Executive Board Mtg @ 12pm, Rec Center, Rm 1 & 2



Prof. Delegates, Dorothy Corbett & Pam Matzner

### YOUR OPINION COUNTS!

Have a comment about an article you've read in INSIGHT? We strongly encourage letters to the editors about union, campus, and University issues, politics, and other membership concerns.

Please e-mail us at [westchapter@uupsbu.org](mailto:westchapter@uupsbu.org), call us at 631.632.6570, or stop by/send a note via campus mail at: NSIGHT Newsletter, S-5415 Melville Library Stony Brook, NY 11794-3388.

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