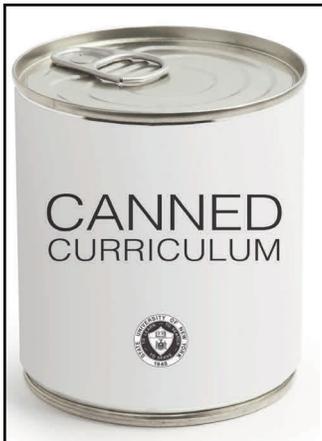


Alfred UUP News

Volume 1, Issue 2

October 15, 2013



Seamless Transfer/Core Curriculum : Impact on Public Higher Education (See pages 2-3)

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UUP Workshop on "Professional Obligation" and Contract Implementation Update

There will be a UUP workshop on Thursday, October 17 from 11:30 a.m.-1 p.m. in the Pioneer Lounge, hosted by Alfred UUP Chapter Vice-President for Professionals Bill Schultze. Alfred UUP Chapter Labor Relations Specialist Pat Domaratz will discuss performance programs and evaluations for professional staff to show how they relate to the term "professional obligation." Academic members, or academics who supervise professional staff, are welcome to attend. There will be time for questions, and there will be an update on contract implementation. Lunch will also be provided. Please RSVP by October 11 by calling 4186, or emailing alfreduup@alfredstate.edu. We hope to see you there!



Bill Schultze

McKinsey & Company and Open SUNY

By Joe Petrick

SUNY has been conducting regional workshops to receive input from campuses on the Open SUNY initiative. It has retained at considerable expense McKinsey & Company to facilitate these discussions, and to assist in its implementation. The UUP Research Department has asked, "Is McKinsey & Company the right fit for Open SUNY?"

McKinsey & Company is a global management consulting firm that has, since its founding in 1926, advised businesses, governments, and institutions. The UUP Research Department has pointed out that, despite its many successes, McKinsey & Company has been a part of some of the worst business failures of recent history, consulting some corporations into bankruptcy. One notorious example is that of Enron, whose structure McKinsey had a

hand in creating, and which collapsed because of structural problems.

The UUP Research Department also noted that McKinsey & Company operates under a "lack of transparency" policy, uses lay-offs as a primary cost-cutting technique, and advocates web-based solutions to create efficient and effective public sector services.

McKinsey & Company specializes in "change management" and its operatives know little about public higher education. This lack has not however prevented them from advising SUNY on its ambitious project to increase enrollment by 100,000, to be implemented beginning January 2014. McKinsey & Company is advising change management to SUNY Central. We will shortly see what impacts there will be on UUP membership.

Seamless Transfer/Core Curriculum: Impact on Public Higher Education

What is Seamless Transfer?

Seamless Transfer is SUNY's plan to facilitate student transfer from SUNY campuses that offer A.A. and A.S. degrees to SUNY baccalaureate programs by mandating a university-wide General Education program. The Seamless Transfer process has restrained faculty oversight of curriculum. It has developed in the context of a narrow focus on more rapid degree completion, without acknowledging the full set of factors that affect student completion patterns. It is connected to a broader agenda to streamline, increasingly privatize, and drain substantive content from public higher education programs.

What are some of the primary components of Seamless Transfer?

- ◆ Standardized acceptance of GE courses across SUNY community colleges and state-operated campuses
- ◆ 64-credit limit on associate degrees; 126-credit limit on bachelor's degrees
- ◆ Course availability for transferred students within a prescribed timeline
- ◆ Majors declared by students after 30 credits in two-year programs; after 60 credits in four-year programs
- ◆ Submission of required program changes by campuses before Dec. 1, 2014

Concerns About Seamless Transfer Plans

- ◆ **A SUNY-wide General Education curriculum threatens**

academic freedom and our ability to provide diverse educational experiences in tune with student needs and program specialties.

Pressure to standardize curriculum threatens the academic freedom of educators who design courses in concert with their respective disciplines and fields. It compromises SUNY's ability to offer students the diverse curriculum they need to be prepared for a dynamic and highly differentiated society.

- ◆ **Extensive curriculum standardization is not justified.**

While the goal of facilitating timely student completion of degrees is important, Seamless Transfer goes substantially beyond what is necessary to improve student completion rates. It is part of a broader set of SUNY goals, most notably to standardize curriculum in order to facilitate increases in online courses with large student enrollments.

- ◆ **Seamless Transfer could lead to the further privatization of public education, which threatens educational quality and rigor.**

Many aspects of Seamless Transfer are aligned with the educational reform agenda funded by private interests, including the Lumina and Gates foundations. This agenda is supported by corporations such as Pearson and Coursera, which have positioned themselves to take over functions that are the purview of public educators and public-service providers. "College completion" has been emphasized as the measure of an academic institution's success, with little concern for quality education or the need to prepare students for an economy and society that demand flexibility and broadly defined

career readiness.

- ◆ **Seamless Transfer could weaken the curriculum, adversely affecting students from middle- and lower-income families.**

Seamless Transfer plans imply a "core curriculum"—similar to that imposed in K-12—that may compromise diverse educational objectives and standards. Faculty direction of curriculum is threatened, and more and more curriculum content decisions may be turned over to profit-seeking corporations, compromising academic standards. A "core curriculum" at SUNY will further erode educational opportunities in terms of quality and flexibility to meet diverse student needs and broad educational and career objectives. If Seamless Transfer is fully implemented, standardization of college courses could weaken the curriculum and foster a more sharply tiered public higher education system.

- ◆ **Online courses may be imposed in areas where online delivery is not optimal.**

SUNY's Seamless Transfer objectives depend on the expansion of online education. SUNY is looking to online courses with high enrollments—not the hiring of additional teaching and support faculty—to meet new directives for course availability under specific time-lines. There is nothing to stop SUNY from expanding online education in ways that are not consistent with high-quality online course delivery. Private corporations that create curriculum and online service delivery systems stand to benefit as "contracting out" for these functions becomes more feasible. This could lead to further privatization of SUNY's educational functions

with potential consequences such as additional cuts in courses, programs and services, and faculty, and an increase in the use of contracting out for the for-profit delivery of courses.

◆ **Seamless Transfer could lead to longer degree completion time.**

The neediest students are less likely to succeed in the streamlined process that Seamless Transfer creates. At the community college and four-year college levels, students' time to completion is affected by multiple factors. These include the need for remedial and "college success" course work, uncertainty regarding educational and career interests, changes in initial majors as interests and career objectives develop, the desire to pursue more than one major and/or minors, internship and study abroad experiences that may alter completion paths, employment demands, and personal and family issues that affect course load and scheduling possibilities (especially for the increasing non-traditional student population).

◆ **Teaching and professional faculty have not been adequately consulted.**

Consultation has involved campus presidents, chief academic officers, and some faculty governance leaders and committees. The extent to which academics and professionals at the department level have been consulted varies across institutions.

On most campuses, there has been little, if any, campus-wide discussion and analysis of its implications. The Seamless Transfer process thus far has relied on top-down directives that present SUNY's plan as justified and inevitable. There has been very

little analysis of its full implications.

◆ **Seamless Transfer runs counter to SUNY's mission.**

SUNY was never designed to be a homogenous institution across all campuses, nor is there justification for transforming its mission as dramatically as Seamless Transfer implies. SUNY's plans compromise its mission to "... provide the people of New York educational services of the highest quality" Course quality will be sacrificed in many cases as "cookie-cutter" curricular directives are imposed from above. Seamless Transfer plans also contradict SUNY's mission that emphasizes diversity and providing educational services and activities through a system of "diverse campuses which shall have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and nontraditional students and to address local, regional and state needs and goals."

Alternatives

UUP urges all of its members—especially those involved in campus governance and curriculum review processes—to demand open review of Seamless Transfer plans and their possible consequences. Campus dialogue is critical.

UUP pledges to work with our members, campus administrators, and SUNY officials to engage in a full and open review of ways to facilitate transfer of students from community colleges and colleges of technology to baccalaureate programs at our campuses. Accurate information, transparency, and problem-solving—rather than radical surgery that will remove the heart of our educational institutions—is called for.

UUP will call on the chancellor to redirect SUNY to its essential educational mission and work with us

to collaboratively address problems.

UUP Contact Information

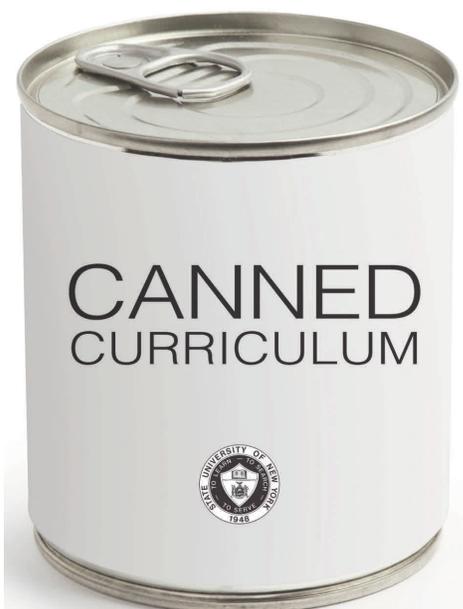
Members can contact their UUP chapter office for additional information and follow-up or they can contact UUP's statewide vice presidents at 1-800-342-4206 or via email:

Vice President for Academics
Jamie Dangler, jdangler@uupmail.org

Vice President for Professionals
Philippe Abraham, pabraham@uupmail.org

SUNY's Seamless Transfer documents can be found at:

<http://www.suny.edu/provost/MTPSeamlessTransfer6-14-13.pdf>
http://www.suny.edu/provost/academic_affairs/SeamlessTransfer.cfm



Mayday Declaration on Contingency in Higher Education

Mayday! This is an emergency call for help! We face a dangerous crisis in higher education. It affects almost every university, college and community college. It is not limited to any city, region or state. It is called contingency: the majority of teachers in higher education today are grossly underpaid, at-will employees, lacking any meaningful job security and the academic freedom essential to quality education.

The tenured jobs of the past have been outsourced to a contingent academic labor force. Many so-called “part-timers” teach twice as much as their “full-time” colleagues. Similarly, many “temps,” whose short-term contracts typically extend for a year or less, have been teaching for decades—often longer than permanent teachers on continuing appointments.

The effects of this crisis should be known to everyone. Contingency has been a dirty little secret for nearly half a century, in plain sight but almost totally ignored, and nothing will change until the facts are widely understood. The majority of college teachers in the United States today—over a million individuals—are contingent. Most of them are so-called “adjuncts.” They are paid poverty wages, earning an average of \$2,700 per three-credit semester course. Most adjuncts make \$10,000 to \$20,000 a year, often working more than 40 hours per week. An estimated 80% lack any health or retirement benefits, and academic freedom is meaningless in the absence of any job security.

The conditions under which contingent teachers are forced to work undermine the quality of higher education. Their miserable working conditions adversely affect student learning conditions, thus short-

changing our students and threatening the future of our nation. This is no way to prepare the next generation for an increasingly competitive global economy! Funding education on the cheap has resulted in most American students no longer being competitive with those in dozens of other countries.

To reverse this disastrous trend, the undersigned urge that the following steps be adopted on a priority basis:

1. Increase the starting salary for a three-credit semester course to a minimum of \$5,000 for all instructors in higher education.
2. Ensure academic freedom by providing progressively longer contracts for all contingent instructors who have proven themselves during an initial probationary period.
3. Provide health insurance for all instructors, either through their college’s health insurance system or through the Affordable Care Act.
4. Support the quality education of our students by providing their instructors with necessary office space, individual development support, telephones, email accounts and mail boxes.
5. Guarantee fair and equitable access to unemployment benefits when college instructors are not working.
6. Guarantee eligibility for the Public Service Loan Forgiveness Program to all college instructors who have taught for ten years, during which they were repaying their student loans.
7. With or without a time-in service requirement, allow all college teachers to vote and hold office in institutional governance, including faculty senates and academic departments.

The signatories urge a comprehen-

sive, cooperative effort to end the staffing crisis in higher education for the sake of all our students and all our citizens. Mayday! Mayday! Mayday!

About the Mayday Declaration

The Mayday Declaration on Contingency in Higher Education is part of the national Mayday \$5K! campaign that was launched in the spring of 2013. Its goal is to ensure educational quality, fairness and equity by improving the wages and working conditions of all contingent faculty in higher education. They are the majority of college teachers and currently number about one million, including part-time adjuncts and full-time lecturers not on tenure-track lines.

The campaign welcomes the support of everyone, whether they are students, members of the general public or teachers, regardless of their employment status.

The campaign goals of the Mayday Declaration are endorsed by a variety of unions and other organizations, including New Faculty Majority: The National Coalition for Adjunct and Contingent Equity.

Please add your name to the list of supporters by going to:

<http://bit.ly/XEta7u>

Peter D. G. Brown

Mayday \$5K Coordinator

UUP Chapter President

SUNY New Paltz

Campus Equity Week: October 28-November 1, 2013

UUP chapters around the state will hold events to highlight the plight of contingent academic faculty and professional staff at SUNY.

Student's learning conditions depend on academic faculty and professional staff working conditions. The quality of higher education is compromised when academic faculty and professional staff are not paid a living wage, not afforded job security, and not treated like professionals.

At SUNY, more than 44% of academic faculty and professional staff are working in positions that do not allow for continuing of permanent appointment, "contingent" positions. Most of them are in part-time academic positions (adjuncts) with little or no job security and low wages.

- ◆ The typical 3-credit course sal-

ary for a SUNY adjunct is between \$2,500 and \$3,000. SUNY has refused to establish a state-wide minimum salary for its adjuncts while every other state employee has a minimum salary.

- ◆ UUP has been able to secure health benefits, sick leave and office space for most SUNY adjuncts, but many fall below the minimum that would qualify them for health insurance. Nationally, most adjuncts do not have access to health benefits, retirement contributions, sick leave, office space or computers.

More full-time positions are being converted to either part-time or full-time contingent positions, despite decades of efforts by unions and other higher education organizations to reverse the

trend.

UUP invites individuals, organizations and institutions to work together to improve the quality of our higher education system in New York and beyond by reducing contingent employment.

Let us take actions to provide contingents with equitable compensation, job security, advancement opportunities, benefits and a voice in college governance.

Visit UUPinfo.org and www.campusequityweek.org

UUP is a member of the Campaign for the Future of Higher Education, which is sponsoring the 2013 Campus Equity Week, a national week of action focused on unfair working conditions for contingent faculty at colleges in the U.S., Canada, and Mexico.

UUP Leaders Attend Delegate Assembly

Alfred UUP Chapter Leaders attended the UUP Delegate Assembly in Saratoga Springs on October 4-5, 2013. Chapter President Earl Packard, Vice-Presidents Bill Schultze and Joe Petrick, and Delegate Linda Panter attended the meeting, along with Committee Member Lisa Yates. UUP Executive Board members Ray Gleason and Bob Rees also attended. Highlights of the Delegate Assembly included:

- ◆ UUP President Fred Kowal welcomed representatives from UUP Chapters in an impassioned speech discussing "The fierce urgency of now," regarding issues such as Open SUNY, Start Up New York, the fight

against privatization, and other issues.

- ◆ The VP for Academics, Jamie Dangler, and the VP for Professionals, Philippe Abraham, held a joint meeting for both constituencies to discuss seamless transfer and other topics of concern.
- ◆ Labor Relations Specialist Maureen Seidel gave a presentation entitled "This is My Contract!" which covered rights and procedures negotiated under the new contract.

Chapter officers attended a number of committee meetings, including those of the Technology Sector Committee, Technology Issues Committee, Contingent Employee Committee, as well as meetings of other committees.

- ◆ As with every delegate assembly, committee and hearing sessions took place Thursday and Friday.

For more information on UUP Delegate Assemblies, visit the website: <http://uupinfo.org>

The next Delegate Assembly will be in Albany on February 2-3, 2014.

Guides for Academics and Professional Employees

UUP Guide brochures have been updated and are available electronically from the UUP website, or as paper copies available from chapter officers.

- ◆ The *UUP Guide to Academics in SUNY* has been updated, and covers topics such as definitions of academic and professional employees, benefits, job security, and career growth, among other issues. It is available at the UUP website at <http://uupinfo.org/reports/guides/AcademicGuide070913.pdf>. Paper copies can be obtained by

Visit <http://uuphost.org/alfred/> for links to the Guides and other information.

- ◆ The *UUP Guide to Professional Employees* has also been updated, and covers topics such as appointment letters, performance programs, annual evaluations, based on the performance program, promotions, and salary increases. It can be downloaded from <http://uupinfo.org/reports/guides/ProfessionalEmployeeGuide080813.pdf>. Paper cop-

ies can be requested from Bill Schultze at extension 4033.

- ◆ There is an updated *Fact Sheet for Part Time Employees*, covering issues such as appointments, leave time, benefits, and other topics. The Fact Sheet is available at http://uupinfo.org/reports/guides/PTFactSheet_July_2013.pdf.

Each of these guides is also linked from the Alfred UUP Chapter website <http://uuphost.org/alfred/> under the "Links" tab. Questions can be addressed to the Chapter Secretary Elaine Burns at extension 4186, Joe Petrick at 4313, or Bill Schultze at 4033, as appropriate.

Membership Development Officer

The Executive Board of the Alfred UUP Chapter recently approved the appointment of Linda Panter as the Chapter's Membership Development Officer. A graduate of SUNY Brockport, Linda received advanced degrees at Binghamton University, and has been teaching in the Nursing Department at Alfred State College since 1993. She has been involved with UUP for a number of years, having served on statewide

UUP committees such as the Membership Committee, the Nursing Professions Work Group, and the UUP Scholarship Development Committee. She was also chosen as a delegate to the statewide UUP in the most recent election of officers and delegates. Linda has a number of ideas on developing UUP membership, and the chapter officers look forward to continued work with her in her new position.



Linda Panter

Professional Development Grants

Professional Development Grant funds will soon be available, as in previous years, for activities between July 1, 2013 and June 30, 2014. Activities that took place in the July 1, 2012 to June 30, 2013 period are ineligible for the grants and will not be funded, as the program had been suspended after

the previous UUP-State of New York contract had expired. The Alfred State Joint Labor-Management Committee, formed from members of both UUP employees and administrative staff, will be formed shortly to review applications for Professional Development Grants. After the com-

mittee is formed, announcements will appear concerning applying for these grants. Members interested in applying for these grants are encouraged to visit the Joint Labor-Management website: <http://nysuup.lmc.ny.gov>, or to inquire of Alfred UUP Chapter officers.

Deficit Reduction Leave

UUP President Fred Kowal sent the following to chapter leaders. It has been slightly edited:

SUNY has begun to implement the Deficit Reduction Program. The first DRP extraction was in the September 30 paycheck. The first two days of the DRP are days that all UUP members are permanently losing pay. All members must be given two days off as a result. The remaining seven days will be paid back at the end of the contract period.

Please keep in mind that the Deficit Reduction Program was imposed on UUP members, and all other state employees, by the state. SUNY, and not UUP, is responsible for its implementation. UUP will monitor campus plans and do everything possible to make sure that our members' rights are protected.

Campus administrations must come up with campus-specific plans that allow our members to get two days off. Chapter leaders have been instructed to work with our Labor Relations Specialists to review

campus plans and address problems and questions with campus administrations at Labor-Management meetings. Problems that are not satisfactorily resolved at the campus level will be brought to SUNY Central by UUP's statewide office.

If you have questions about the Deficit Reduction Program, please refer to the Contract Q & A posted on the UUP website at the following link: <http://uupinfo.org/negotiations/>

Compensation Items

UUP President Fred Kowal sent the following to chapter leaders. It has been slightly edited:

2013 implementation of the compensation items in UUPs contract will proceed as follows:

On-Base Salary Increase

Pay date: November 6, 2013: \$500 on base, pro-rated for part time employees, retro to July 1 or Sept. 1

This raise goes to all UUP members on payroll as of June 30, 2013; Employees whose employment expired prior to July 2013 will also receive this increase if reemployed and on payroll on effective date and at time of payment.

Discretionary Salary Awards (not on base)

Pay Date: December 4, 2013 or December 18, 2013 (campus choice)

Chapters will receive total DSA allocations, including specific amounts that must be distributed to part-time employees

Service Awards

Pay Date: November 20, 2013

Full-Time Employees

One-time \$500 payment added to base annual salary at:

Continuing appointment (tenure for academics)

Permanent appointment (permanency for professionals)

Second five-year term appointment for Appendix A professionals

Those who attained these milestones between July 1, 2011 and Dec. 31, 2012 will receive the increase retroactive to January 1, 2013. Anyone who attained these milestones after January 1, 2013 will receive this increase as of the date the milestone was attained. Employees in the above three categories who reached these career milestones before July 1, 2011 received a \$500 on base salary increase under the 2003-2007 or the 2007-2011 contracts.

A one-time \$500 payment added to base salary upon completion of seven years in:

* Appendix C Fundraising, Lecturer, and Appendix B-4 Division III athletic titles.

Retro to Jan. 1, 2013 for those who completed 7 years prior to 1/1/13; Retro to date the 7 years was reached for those who reached it after 1/1/13.

Part-Time Employees

A \$500 lump-sum bonus payment (not added to base salary) for those who reached 8 years of service since July 1, 2011

PT employees who reached 8 years before 7/1/11 received \$500 under the last contract. Award recurs every 8 years of consecutive service.

All other provisions of UUPs 2011-16 contract are in effect. An updated Contract Q & A that covers all items will be posted on the UUP website. Please watch for further announcements.

Chapter Officers

Earl Packard	Chapter President	607-587-4271
Joseph Petrick	VP for Academics	607-587-4313
William Schultze	VP for Professionals & Grievance Chair	607-587-4033
Karen Young	Wellsville Campus VP	607-587-3182
Dave Holmes	Secretary	607-587-3545
James Buell	Treasurer	607-587-3649
Linda Panter	Membership Development Officer	607-587-3212
Joseph Ogradowski	Officer For Contingents	
Thomas Jamison	Vote-Cope Coordinator	607-698-2806
Elaine Burns	Chapter Assistant	607-587-4186
Patrick Domaratz	Labor Relations Specialist	

WHAT IS VOTE-COPE?

VOTE-COPE is the Voice of Teachers for Education - Committee on Political Education, the non-partisan political action arm of New York State United Teachers and its affiliates. Funded entirely by voluntary contributions from members, VOTE-COPE is used to help union-backed candidates and campaign committees that support education and labor.

VOTE-COPE helps strengthen political action programs at all levels — national, state and local. To help on the local level, VOTE-COPE provides rebates to participating unions for local political action.

VOTE-COPE funds, by law, are kept separate from those of NYSUT. Decisions on the use of VOTE-COPE contributions are made by a statewide committee. VOTE-COPE solicits and accepts only voluntary contributions. Contributions to VOTE-COPE are not tax deductible.

Support our political action fund.



For the name of your VOTE-COPE regional coordinator, call NYSUT's Legislative Department at 800-342-9810.

Support your union's efforts to protect public education, access to health care, labor rights and fairness for working families. A contribution to VOTE-COPE helps ensure your voice will be heard on issues, large and small, that affect your life.



United University Professions

The union that makes SUNY work

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