



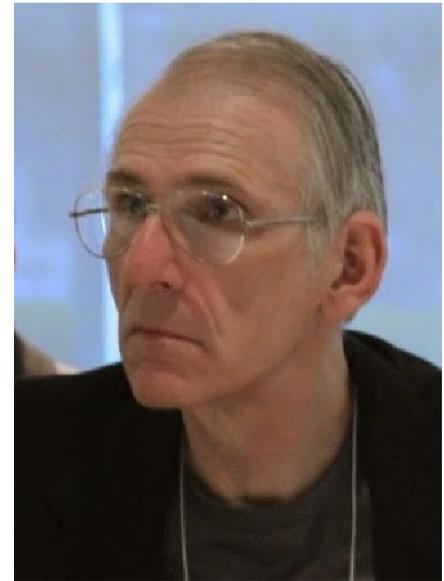
# Alfred UUP News

Volume 3, Issue 1

Summer 2015

## Alfred UUP Chapter Officers

Several positions were by filled by new officers in the Spring, 2015 Alfred UUP Chapter elections. These included Joe Petrick as Chapter President, Linda Panter as Vice-President for Academics and Dilan Gilluly as Secretary. Bill Schultze was reelected as Vice-President for Professionals, Karen Young was reelected as Vice-President for Wellsville, and Jim Buell was reelected as Treasurer. Earl Packard, Trish Herritt, and Ray Gleason were elected as Delegates.



Joe Petrick

Chapter President Joe Petrick was hired as a librarian at Alfred State College in 2000. (Continued on page 5)



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## Pay Equity for Adjuncts Will Protect Full-Time Faculty – And the Health of the SUNY System

Fast food workers in New York State will be getting a raise to \$15 per hour. That's the good news. The bad news is that it won't come until the end of 2018 for fast food workers in New York City and 2021 for those living elsewhere in the state. Be that as it may, at least the state has recognized that the current state minimum wage is totally inadequate.

We need to give Gov. Andrew Cuomo due credit for taking on the issue of low pay for fast food workers. As he states: "You cannot live and support a family on

\$18,000 a year in the state of New York, period."

Now we need to convince Gov. Cuomo that adjunct faculty working in the SUNY system can't live on the wholly inadequate pay offered by many state colleges and universities. Adjunct faculty – those who teach on a part-time, temporary (semester-to-semester) basis – make up an ever increasing percentage of the faculty at American colleges and universities.

(continued on page 2)

## Pay Equity for Adjuncts (continued from page 1)

Nationally, the median pay in 2010 for an adjunct teaching a three-credit course was \$2700. Within the SUNY system, adjunct pay rates can vary significantly. Alfred State College is dead last when it comes to compensating adjunct faculty.

An adjunct who teaches three classes a semester (nine credit hours) earns \$6,300 per semester based on Alfred State's current rate of \$2,100 per course. This is \$12,600 per year if you count the fall and spring sessions – well under the \$18,000 that Gov. Cuomo says is inadequate as a living wage in New York State.

The wage of \$15 per hour that New York City workers will be getting is \$31,200 per year based on full-time work of 40 hours per week, 52 weeks per year. That is almost three times what adjuncts can earn at Alfred State. Let's do some calculations to see just how low adjunct pay is at Alfred State. Assume the following:

- A full-time worker is paid \$31,200 per year – the rate fast food workers in New York City will earn.
- A full-time adjunct (which is actually not permitted by Alfred State College) would teach five classes in the fall and five class in the spring, for a total of 10 classes per year
- The rate per class is the current \$2,100, for a total annual income of \$21,000 for someone teaching full-time

In other words, an adjunct working full-time would earn \$10,200 per year LESS than a fast-food worker in New York City...and that assumes the adjunct is allowed to work full-time.

As a cost-saving measure, Alfred State restricts the number of classes an adjunct can teach to three per semester. What this means is that an adjunct is allowed to teach up to three classes a semester, for a total income of \$6,300 per semester or \$12,600 per year. This falls well short of the \$18,200 earned by a full-time worker earning the CURRENT minimum wage of \$8.75.

The move to increase wages for fast-food workers in New York City (and later the entire state) raises a number of state-wide issues that UUP needs to address with SUNY. For example:

- What happens with SUNY adjunct pay in New York City as wages for fast-food workers goes up over the next couple of years?
- Will adjunct faculty who, in almost all cases, have one or more graduate degrees be earning less than fast food workers who, in many cases, do not have the same level of education?
- What happens to SUNY if (or more likely, when) adjuncts figure out it is more beneficial financially to work in the fast food industry than it is to teach in higher education?
- Will adjunct faculty even be covered by minimum wage laws in New York State, since they are not paid on an hourly basis?

UUP must address the issue of the gap between compensation for adjuncts and hourly workers in other industries, and it must address the issue now, not in 2018 or 2021 (depending on where in the state you live) when the wages for fast-food workers are set to reach \$15 per hour.

UUP must also address the discrepancy between adjunct faculty compensation across different SUNY campuses. Right now the position of the SUNY system is that adjunct pay is an issue for individual campuses to address. It is a classic divide-and-conquer strategy that allows individual campuses like Alfred State to come dead last in the pay among SUNY schools. With the number of adjunct faculty teaching at SUNY campuses at an all-time high, UUP needs to step up and present a strong, united voice for an under-represented segment of the workforce.

Looking at the broader picture, it is time that UUP deal with the discrepancies between pay, benefits, and working conditions for full-time, part-time permanent, and part-time temporary employees. Most adjuncts are classed as part-time temporary employees and do not have the same protections that

## Pay Equity for Adjuncts (continued)

permanent (both full-time and part-time) employees have. It is about time the distinction between full-time and part-time employment goes away.

UUP needs to deal with this issue head on, taking the position that there is no such thing as "part-time" employment. Rather, all employment (and therefore, all employees) is inherently the same no matter how many hours a week someone works. It doesn't make any sense at all to say that OSHA regulations only apply three-fifth of the time for adjunct faculty because they are teaching three classes instead of five. Likewise, not giving adjunct faculty the pay, benefits, and working conditions offered to full-time employees doesn't make sense.

Adjunct salaries should be calculated based on a proportion of the mean or median amount of full-time faculty pay. For example, if the median income for full-time faculty teaching five courses per semester (total of 10 classes per year) is \$60,000 per year, the annual income for an adjunct teaching three courses per semester (6 classes per year) should be \$36,000 per year.

While this may seem like a stretch, the simple fact that adjunct pay at Alfred State has not gone up in at least seven years doesn't mean that UUP and the college should be low-balling any pay increase. There is a lot of catching up to do and simply saying that "we've screwed you for seven years means we don't have to make it right now" just doesn't fly.

UUP also has to take an aggressive stance on pay equity for adjuncts in order to protect full-time faculty positions. The SUNY system have been aggressively pushing the whole strategy of Open SUNY. UUP needs to recognize that the Open SUNY strategy is predicated at least in part on the notion that a whole lot of pre-built online courses can have adjuncts assigned to teach them. You can't fault SUNY's business logic.

Here's one scenario...adjunct pay will be kept low, while tuition and fees will be at standard or perhaps premium rates. In addition, large numbers of students will be enrolled in those courses – the Chancellor is talking about adding thousands more students – generating massive amounts of revenue for SUNY. Meanwhile, in-class instruction will be cut back or perhaps even eliminated so that students are essentially forced into

*Adjunct salaries should be calculated based on a proportion of the mean or median amount of full-time faculty pay.*

Open SUNY's online programs and the number of full-time in-class faculty can be reduced.

It is easy to build an excellent business case for this particular scenario and it would be surprising if someone in SUNY hasn't already laid it out in detail (although they would probably be loath to reveal it). Let's make the following assumptions:

- Adjuncts are paid \$2,100 to teach an online 3-credit class (the rate currently paid by ASC)
- Students pay \$771 plus mandatory fees for a 3-credit course (based on the 2014-2015 budget figures)
- Average online class size is 25 students and maximum class size is 50
- A single class brings in between \$19,275 and \$38,550, while costing \$2,100 for an adjunct
- A single online class would net between \$17,175 and \$36,450
- If an adjunct teaches three 3-credit classes a semester (which is the maximum ASC allows adjuncts to teach), total tuition per semester would be between \$57,825 and \$115,650
- Profit the college would make for those three courses would be between \$51,525 and \$109,550 PER SEMESTER
- If the adjunct teaches 6 classes a year, he/she would earn \$12,200 annually, while SUNY makes a PROFIT of between \$103,050 and \$219,100 a year (continued on next page)

## Pay Equity for Adjuncts (continued from page 3)

From a business perspective, the beauty of online learning is that once you have the course materials, there is almost no cost with running a class. If you have faculty develop the online course materials at a cut-rate – providing a small grant, course release time, or similar type of compensation – with the provision that SUNY then owns the materials and can use it on the Open SUNY platform, you have developed a money making machine. Your only cost is adjunct salaries and the nominal cost of running the courses over the Internet.

With 25 students a class you can make \$50,000 in profit; 50 students per class nets you more than \$100,000; 75 students brings in \$150,000 – PER CLASS!

There is nothing wrong with SUNY – or anyone else – making a profit. Tight budgets are a fact of life in today's society. However, this is something morally wrong with a system that exploits its employees to the point where they are unable to earn a living wage for the work that they do. In the system as it currently exists at Alfred State, an adjunct's salary and benefits amount to less than 10% of the tuition and fees generated by a course with 30 students enrolled.

It begs the question: Where is the other 90% going?

You can see why so many colleges and universities have so enthusiastically embraced adjuncts and the lower salaries they get. Full-time faculty positions go unfilled, and often cut permanently, while adjuncts are brought in to carry the load. While full-time faculty have little understanding of the issues faced by adjuncts, it should become clear that adjunct pay has a direct and pervasive impact on full-time faculty.

UUP must realize and come to grips with how it can reduce the negative impacts on full-time faculty by requiring that adjuncts' salary and benefits be dealt with across the SUNY system. Salary and benefits

should be pro-rated – the rate that an adjunct is paid for teaching one three-credit course should be the same as that paid an average full-time faculty member teaching a three-credit course. An adjunct teaching three courses a semester should receive three-fifths the average salary of faculty teaching five courses a semester.

If UUP doesn't act assertively now and over the next several years, the economic benefits of reducing full-time faculty and increasing adjuncts will continue to affect higher education. Pro-rating adjunct salaries to the mean or median salaries of full-time faculty will reduce the incentive to cut full-time positions and replace them with adjunct positions. It's not that UUP should attempt to reduce the number of adjunct positions. There are legitimate reasons to have adjuncts that go beyond lower costs. However, UUP has a vested interest in ensuring that the use of adjuncts does not undercut pay, benefits, and working conditions for ALL faculty.

*Editor's note: The author states that UUP should address issues and "act assertively." UUP has pushed for more pay and better working conditions for adjunct faculty and other part-time UUP personnel in contract negotiations with the Governor's Office of Employee Relations (GOER), and will continue to do so. This is evidenced by the number of contingent faculty who were on past contract negotiations teams. The current team includes adjuncts from Stony Brook Health Science Center, SUNY Cortland, SUNY New Paltz, and Empire State College. The problem has been that GOER has consistently resisted negotiating wage requirements for adjuncts, saying that they should be set on a campus-by-campus basis. UUP will continue to address this and other issues of contingency as it enters into contract negotiations with New York State.*

*In the meantime, pay for adjunct and other part-time personnel continues to be determined locally, and the Alfred UUP Chapter continues to request increases, as it has over the last several years.*

## Alfred UUP Chapter Officers (continued from page 1)

Joe Petrick has served as UUP Chapter Vice-President for Academics from 2013-2015 and UUP Officer for Contingents from 2011 to 2013. He has been involved with Faculty Senate for number of years including eight years as Faculty Senator, two years as Senator-at-Large, and two years as Faculty Representative to College Council. A graduate of Hobart College, he received the MLS from Clarion University and the Ph.D. from the University at Buffalo.



Linda Panter and Karen Young

Linda Panter has been approved as Alfred UUP Chapter Vice-President for Academics. A graduate of SUNY Brockport, she has 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. Linda has also served as a dele-

gate to statewide UUP.

Karen Young has a lengthy history with Faculty Senate, having served a number of years as a Senator as well as two terms as Faculty Senate Chair. She is currently Chair of the Computerized Design and Manufacturing Department at the Wellsville Campus. She received the AOS degree from Alfred State, and has been teaching at ASC since 1993.

Bill Schultze (pictured below) was reelected to the position of Vice-President for Professionals. He received a Bachelor's degree from Alfred University, and has worked in Instructional Technologies since 1997. He has been a member of Alfred State College Faculty Senate, having served both as Senator and as Chair of the College Review Panel.

In addition to the elected officers, Tammy Wise was endorsed by the Alfred Chapter Executive Committee as the Officer for Contingents.



### ***Save the date!***

***There will be a meeting with leaders of the Contract Negotiations Team on Monday, October 19 from 4 to 6 PM in the Allegany Room of CDH. This meeting will be open to all UUP members. Further details will be on campus Announce.***

## 2015 salary increases, Discretionary Salary Awards and the Deficit Reduction Program

We're all getting a raise.

Two percent across-the-board salary increases will appear in July 29 paychecks for calendar-year or college-year obligation employees. Academic-year employees will be getting their 2 percent salary increases in September.

Bargaining unit members on the payroll as of June 30 (and at the time of payment) will also receive an additional increase of \$500 added to their base salaries. This increase must be paid by Dec. 31, 2015. A payment date will be announced.

Also, Discretionary Salary Awards (DSA) will be allocated no later than Dec. 31 by campus presidents, who will decide when and how to distribute those funds. DSA will not be added to base salary. A portion of DSA money at every campus will be earmarked for part-time employees.

UUP secured these salary increases through hard-fought negotiations with the state. They are guaranteed in UUP's 2011-16 contract with the state.

The following is from the UUP Salary Fact Sheet available at <http://uuphost.org/alfred/wp-content/uploads/2015/07/2015SalaryIncreasesFactSheet.pdf>

### Salary increases

2% on- base increase

- All bargaining unit members will receive a 2 percent increase to their basic annual salary.
- Calendar-year and college-year employees on the payroll as of June 30 will receive the raise in July.
- Academic-year employees on the payroll as of June 30 will see their raise in September.

\$500 on-base salary increase

- Bargaining unit members on the payroll as of June

30 will also receive an additional \$500 to their basic annual salary. The funds, through the Chancellor's Power of SUNY Award, will be paid no later than Dec. 31.

- We do not know the exact date for this payment, at this time. However, it will be retroactive to July 1 or Sept. 1, depending on the employee's professional obligation and whether they are active on the payroll at the time of payment.
- Employees who worked at least one semester during the 12-month period commencing July 1, 2014 and whose employment ends prior to July 1, 2015 are eligible for the payment if they are reemployed and active on the payroll on the effective date of payment.
- Payments to part-time employees will be pro-rated. The Part-Time Employees Contract Fast Facts document (<http://uupinfo.org/negotiations/pdf/PartTimeFastFacts.pdf>) has information about the pro-rata distribution formula for the \$500 base increase to part-time employees.

### Discretionary Salary Awards (DSA)

- Discretionary Salary Awards (DSA) will be allocated no later than Dec. 31 by campus presidents, who will decide when and how to distribute those funds. DSA, which makes up .5 percent of payroll, will not be added to base salary. It will be paid no later than Dec. 31.
- A specific portion of the DSA pool on each campus is earmarked for part-time employees.

### State Deficit Reduction Program

- The state's Deficit Reduction Program has ended. The value of 7 out of the 9 days extracted from your pay will be repaid beginning in June 2016.
- UUP's contract with the state expires July 1, 2016.

## NYS/UUP Joint Labor – Management Individual Development Awards

The JMLC IDA awards are part of the contract negotiated between UUP and NY State. Awards from the 2014-2015 cycle included:

- Norman Ellis: OSHA 502 course -- \$725
- Michael Fox: ACPA National Conference -- \$1,000
- Kandi Geibel: NYS Transfer and Articulation Association -- \$356
- Danielle Green: National Court Reporters Association -- \$795
- Tricia Herritt: Forum on Education Abroad Conference -- \$1,000
- Sean Kelley: North American Board of Certified Energy Practitioners Conference -- \$851
- William Laubert: Eastern Communication Association annual convention -- \$1,000
- Tracey Martin: North American Veterinary Community Conference -- \$980
- Bryan Monesson-Olson: SUNY Undergraduate Research Conference at Brockport -- \$218
- Mark Payne: Highway School -- \$492
- Kelly Pettis: Grand Canyon University -- \$1,000
- Matt Pettis: Grand Canyon University -- \$1,000
- Julie Rose: SUNY College Admissions Professionals -- \$356
- Melanie Ryan: Capella University -- \$1,000
- William Schultze: SUNY Technology Conference -- \$815
- Jeremy Schwartz: Annecy Animation Festival -- \$980
- Edward Tezak: ASEE Conference -- \$1,000
- Tammy Wise: SUNY Stony Brook -- \$1,000
- Choichiro Yatani: International Conference on Diversity, Vienna, Austria -- \$1,000
- Alyshia Zurlick: Association of College Unions International Conference -- \$1,000

Information about the IDA is available at <http://nysuup.lmc.ny.gov/development/individual.html>  
Look for announcements calling for applications for the 2015-2016 cycle.

# Are You a Member?

<b>Thomas P. DiNapoli</b> New York State Comptroller		<b>JOHN DOE</b>		Total Gross		Fed Taxable Gross	
				Current	3456.78	1234.56	
				YTD	45,678.90	34,567.89	
Advice #	123456789	Pay Start Date	07/13/2009	<b>Net Pay 1,234.56</b>			
Advice Date	07/12/2009	Pay End Date	07/27/009				
Department ID	1234			Pay Rate	78,910.11		
<b>EARNINGS</b>							
	Hrs./Days	Current	YTD	TAX DATA			
		Earnings	Earnings	Federal	State	NYC	Yonkers
Regular Pay Salary Employee		3456.78	45,678.90	4	4		
Location Pay		56.78	678.90	2	0		
<b>TAXES</b>							
		Current	YTD				
				Fed Withholding	3,456.78	1,234.56	
				Medicare	45,678.90	34,567.89	
				Social Security	3,456.78	1,234.56	
				NY Withholding	45,678.90	34,567.89	
<b>BEFORE TAX DEDUCTIONS</b>							
		Current	YTD	<b>AFTER TAX DEDUCTIONS</b>			
Regular Before Tax Health		456.78	1,234.56				
Supplemental Med. Annuity Prip.		678.90	6,678.90				
TIAA Retirement Before Tax		56.78	1,234.56				
				<b>UUP Member 26P</b>		34.56	-55.78

## CHECK PAY STUB TO MAKE SURE

In order to be a member of the union, your paycheck **must** say "UUP Member." If it says "UUP Agency Fee," then you are included in the Professional Services Negotiating Unit, but are *not* a member of the union.

## UUP Membership Entitles You To:

- Vote on collective bargaining agreement
- Hold union office
- Attend union meetings
- Elect union leaders on your campus and choose your representatives at the state and national levels
- Maintain UUP membership after retirement and be eligible for benefit programs
- Upon separation of service, obtain Associate Membership with NYSUT and be eligible for benefit programs

**Please contact your chapter officers for a membership card.**

## Performance-Based Funding: An Unfair Share

What is performance-based funding?

Performance-based funding is state funding tied directly to specific performance outcomes for public colleges and universities. It requires campuses to meet certain performance criteria to earn additional funding. Many states use performance-based funding to control academic decisions and to make determinations about the allocation of higher-education funds.

Research shows that this type of outcome-driven funding system contributes to poorer performance over the long term. Weaker academic standards, deviation from campus academic missions, and arbitrary restrictions on the types of students admitted are known consequences of performance-based funding. It is a distraction from—rather than a solution to—the real issue, which is the state's disinvestment in public higher education.

### How does New York State's new performance-based funding system for SUNY campuses work?

The state's 2015-16 enacted budget provided \$18 million to be made available through a "SUNY Investment and Performance Fund." Funds will be allocated to campuses upon completion of a campus-specific performance improvement plan approved by the SUNY Board of Trustees. Plans must receive final approval by Dec. 31, 2015. While these plans will be developed for use in future years, SUNY told UUP at an April 2015 labor/management meeting that they anticipate using a competitive process (Request for Proposal) to allocate performance-based funds in the program's first year. The budget language combined with SUNY Excels, SUNY's initiative to drive performance throughout the system, will be the foundation of the performance-based funding program. SUNY Excels, though still in development, may reward campuses based on how aggressively they embrace initiatives such as Open SUNY and START-UP NY.

### How will funds be allocated to campuses?

As per the enacted budget, the SUNY chancellor will determine the methodology for funding allocations, which must be approved by the SUNY Board of Trustees. These plans will include, but not be limited to, criteria to improve:

- access;
- completion;
- academic and post-graduation success; and
- services, research, and community engagement.

Based on discussion at the Trustees' Jan. 13, 2015, meeting, SUNY's performance-based funding program may also contain criteria including:

- "Inquiry," described as measuring total sponsored activity (external investment in SUNY's research), faculty and student scholarship, and inquiry-embedded curricula/courses; and
- "Engagement," which would include criteria such as START-UP NY (applications approved, business started and jobs created); commercialization (patents, licenses, invention disclosures, start-ups); workforce development (number of MOUs with businesses); alumni/philanthropic support; and community service/outreach.

The criteria are ill-defined and campuses have received little to no instruction regarding SUNY's expectations. Furthermore, the timeline to develop the campus plans is aggressive and may result in misguided and poorly considered metrics.

It is a distraction from—rather than a solution to—the real issue, which is the state's disinvestment in public higher education.

### The Impact of Performance-Based Funding

SUNY's performance funding plan may have a negative effect on quality, access, equity and SUNY's

## Performance Based Funding, (continued)

**mission.** Without proper development, some of the program's proposed criteria could:

- Alter enrollment requirements to admit fewer nontraditional and underrepresented students;
- Weaken academic standards;
- Decrease student diversity;
- Increase public-private partnerships that do not necessarily further the campus academic mission or support students' needs; and
- Create a system of winners and losers—pitting departments, programs and campuses against each other.

More specifically, UUP's concerns regarding a SUNY performance funding program include:

### Access and Diversity

- Student profiling may be an unintended consequence of performance funding. The September 2014 Annals of the American Academy of Political and Social Science (AAPSS) study found that performance-based criteria that focuses on student completion within prescribed time frames may lead campuses to exclude more students with less privileged backgrounds. Students that need more guidance, more time, and more money could cost campuses the "performance dollars" they need to maintain financial status quo. Metrics that reward higher course completion and graduation rates could negatively affect the underserved population by creating a more selective admissions process.
- Performance funding may have a harmful effect on colleges and universities with diverse student populations. Florida A&M University, a historically black college that serves many low-income and first-generation students, struggles to meet some of Florida's performance measurements. A considerable portion of the university's population comes from communities with underfunded, underserved schools. In turn, Florida A&M

provides remedial classes and tutoring—which means students may take longer to earn a degree. Students who take longer to earn a degree count against the university in terms of performance funding. (Inside Higher Ed., April 10, 2015)

- Outcome-based funding is contributing to the vocationalization of public higher education. Various studies have shown that Florida, South Carolina and Washington closed programs on grounds of efficiency. For example, Florida's performance-based funding system rewards colleges for students that are immediately employed or land high-paying jobs after graduation. The metric does not account for students who get jobs in other states or go on to earn a graduate degree abroad. It also punishes colleges with large numbers of liberal arts and sciences graduates, which in terms of salaries do not tend to jump ahead until 10 years post-graduation. The state has since adjusted its performance-based funding program due to these unintended consequences. What impact this change will have remains unknown. (Inside Higher Ed., Aug. 7, 2014)

**SUNY's performance funding plan may have a negative effect on quality, access, equity and SUNY's mission.**

### Student Performance

- Performance-based funding is generally a failure. The September 2014 AAPSS report studied more than 500 public universities in all 50 states during an 18-year span for the "effectiveness of performance funding policies as a mechanism for improving student graduation, persistence, and degree attainment." Their findings stated that "current performance funding policies are not associated with higher levels of student performance and that these policies may contribute to lower performance over a longer period of time."
- Student outcomes are related to a number of fac-

## Performance Based Funding, (continued)

tors and are not improved by performance funding policies. Findings from the AAAPSS study show that student outcomes are related to "student profiles, institutional characteristics, and state environments, but are not enhanced by performance funding policies."

### Funding

- Funding proposed for this program will not cover the gap in most SUNY campus budgets. Hundreds of millions of dollars in state aid have been cut from SUNY since 2010. It has been years since the state has provided its fair share of funding for SUNY. Students, through tuition and fees, account for approximately 63 percent of SUNY's funding. In its prior budget request, SUNY acknowledged that it does not have the funding necessary to cover annual increases. Instead, campuses have been forced to absorb these costs, jeopardizing their ability to deliver on commitments made under NY-SUNY 2020. A program that provides \$18 million across the entire SUNY system will not cover unavoidable mandatory annual increases currently absorbed by the campuses, and will divert money from basic needs.
- Many SUNY campuses lack adequate resources to implement a performance funding plan. Some campuses may fail to improve performance because they lack adequate resources to make those achievements possible. Still, these outcomes must be met to receive incentive funds. Hiring more full-time faculty, improving academic advising services and increasing student aid are necessary to meet the outcomes required to obtain "additional" funding. Unfortunately, many campuses will be stuck in an infinite loop, trying to meet goals they don't have the means to achieve. Even worse, scarce resources will be used to chase these outcomes. Experiences in some states have shown that assessment and performance evaluation is costly in time and resources.

### Alternatives

Performance-based funding does not work. It's not the answer. Instead, UUP proposes an incentive funding proposal for SUNY campuses that would require SUNY to be funded by a genuine Maintenance of Effort (MOE). An effective MOE would include SUNY's hospitals and cover unavoidable, inflationary and mandatory annual increases (energy costs and collective bargaining agreements). The incentive program must contain funding above and beyond funding for the MOE. Once the campuses are fully funded, additional incentive funding should be awarded to campuses that:

Improve access for underrepresented and under-resourced students by increasing the total dollar value of scholarships awarded;

Improve on the proven retention and student success rate of SUNY's Educational Opportunity Program (EOP) by expanding the pre-freshman summer programs, with significant campus support;

Provide a well-rounded, enriched, educational experience by improving student and faculty diversity; and

Create smaller classes and more access to student services by increasing full-time academic and professional faculty.

### **Speak Up: Performance-Based Funding is NOT the Answer for the State University of New York!**

Exactly how the state's performance-based funding program will work remains unclear. With limited resources and the lack of clear information for this proposed funding system, UUP is concerned that New York's performance-funding program may have unintended negative effects on student performance and the SUNY system, similar to what other states have experienced after implementing similar funding gimmicks. UUP will continue to question the statewide implementation of a performance-based funding program and monitor campus plans. But we need your help! Please work with your UUP chapter and governance/senate leaders to call for campus

## Performance Based Funding, (continued)

administrations and SUNY to address these questions:

- 1) How will SUNY Excels be different from the performance funding plans that have failed to reach intended outcomes in other states?
- 2) How will our campus afford the cost of implementing programs to meet the SUNY specified priority areas (access, completion, success, inquiry and engagement)?
- 3) How will our campus plan support our academic mission? What tools will our campus plan provide students to achieve success? How will success be defined?
- 4) Will our campus plan outline the necessary steps for investment in student support services, diversity, and full-time academic and professional faculty?
- 5) Will the campus measure the number of students continuously enrolled? If yes, how will the campus-level or system-level criteria penalize the campus for educating nontraditional/military students?
- 6) How will the campus measure "student success?" Will our campus be penalized if our students graduate and gain employment outside New York?
- 7) Will any of the metrics selected by this campus result in the commercialization of our public higher education institution? Will the campus-level or system-level criteria lean heavily on the participation of external investments—which may include measurements such as: "companies locating to campuses through START-UP NY" and "jobs created through START-UP NY." Is our campus well situated to attract external investments and will this compromise our academic mission?

### **UUP urges all of its members—especially those involved in campus governance—to:**

- 1) Demand review of campus-specific performance improvement plans. If you obtain a copy of the plan, please share it with UUP's statewide officers.
- 2) Share performance funding concerns, examples of the failures of performance funding schemes in other states, and UUP's alternative option with your campus governance/senate leaders.

## Abraham Appointed Chief Negotiator

Vice President for Professionals Philippe Abraham has been appointed the chief negotiator for UUP's upcoming contract talks with the state.

Abraham will lead UUP's 18-member Negotiations Team, which will represent the union in negotiations with the state of New York for a new contract. UUP's 2011-2016 contract runs from July 2, 2011 to July 1, 2016.

Abraham, who has served as statewide VPP since 2011, was a member of UUP's Negotiations Team for the 2007-2011 contract. A NYSUT state delegate to the National Education Association, Abraham is an AFT and NYSUT delegate and a NYSUT board member. He is one of three elected senators representing

UAlbany on SUNY's Faculty Senate.

Abraham is a UUP Executive Board member and has served on several statewide UUP committees, including Legal Defense, Affirmative Action, and the Committee on Latino Affairs. He is president of the Albany/Capital District Chapter of the Labor Council for Latin American Advancement.

UUP members will be kept informed as the negotiations process unfolds. In the fall, the Team will be focused on soliciting input from members through a variety of venues, including open meetings at every chapter, a contract survey, member suggestion forms, and a negotiations hearing at the fall Delegate Assembly.



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## Legislative Advocacy

UUP advocates from five Western New York chapters pushed lawmakers June 1 to adopt a true Maintenance of Effort and create a permanent endowment for public higher education.

The event, which drew members from Alfred, Buffalo State, Buffalo Center, Brockport, and Fredonia chapters, is the second in a series of five spring regional advocacy days at the Capitol. VP for Academics Jamie Dangler, a Cortland Chapter member, also took part.

“SUNY ensures access to a public higher education, but New York state seems to want to turn its back on that promise,” Alfred Chapter VP for Professionals William Schultze, left, told Assemblyman Bill Nojay (R-Pittsford). Also pictured are Alfred Chapter President Joe Petrick, right, shaking hands with Nojay, and statewide Executive Board member Ray Gleason of Alfred.



Advocates visited the offices of 17 Western New York lawmakers and urged them to change the current MOE definition to include SUNY’s hospitals and mandatory and inflationary cost increases. The current MOE only requires the state to provide the same level of funding and fringe benefits of the prior state fiscal year.

“The state budget does not fund contractual salary increases or mandatory costs for SUNY, so it amounts to a campus budget cut in disguise,” Dangler told Assemblyman Steve Hawley (R-Batavia).

UUPers asked lawmakers to approve a permanent endowment for public higher education and pass legislation that would require CUNY and SUNY to produce an online report disclosing financial records—including data on vendors, employees and general accounting information—for CUNY and SUNY research foundations, campus foundations and their subsidiaries.

“As an agency that spends taxpayer dollars, the SUNY Research Foundation should be subject to oversight,” Schultze said.

Teacher education was also a topic of discussion. Brockport Chapter member Jack Casement said the number of student teachers Brockport has in the field has dropped by half since last year; the drop coincided with new, deeply flawed teacher certification exams instituted by the State Education Department.

“We see the plummeting of interest in teaching,” Casement said. “Imposing external forces on what teachers should be deciding is to blame.”

Casement told legislators about UUP’s call for SED and the Board of Regents to investigate the new exams, which were created and administered by corporate education giant Pearson Inc.

UUPers from the Capital Region and Mid-Hudson Valley took part in an advocacy day June 2. Advocates from Long Island and New York City visited Albany June 9, followed by Central New York activists June 10.

## UUP's Legislative Agenda

The New York State Senate and Assembly concluded the 2015 legislative session early in the morning of Friday, June 25. This legislative session was like no other, given the number of high-profile leadership and committee changes that occurred.

Still, UUP was successful in advancing a number of our priorities. The Legislature passed several of our key bills, including the Maintenance of Effort bill—which, if signed by the governor, will bring the state closer to paying its fair share to fund public higher education.

I am also pleased to report that the advocacy efforts of UUP and its coalitions resulted in these wins during the 2015 legislation session (includes budget issues):

- Passage of a bill that allows public employees who served in the military to receive pension credit for military service, regardless of when they served;
- Passage of a bill requiring the governor to submit to the Legislature, as part of the annual Executive Budget, five-year capital plans for the SUNY state-operated campuses and CUNY senior colleges;
- Passage of a bill that prohibits the state from sweeping outstanding SUNY hospital accounts receivable, such as tuition, fees and hospital charges into the general fund;
- The Legislature rejected a proposed 10 percent penalty to campus funding, which would have occurred if campuses failed to submit an approved performance-based funding plan.
- Maintained support for the DREAM Act, which passed the Assembly.
- Defeated the governor's proposal to cut the SUNY Hospital State Subsidy by nearly \$19 mil-

lion.

- Defeated damaging language that would have opened the door for the privatization of SUNY's hospitals.
- Increased the funding for the Educational Opportunity Program, Educational Opportunity Centers and ATTAIN Labs.
- Increased SUNY capital program funding.

These and other legislative and budget results are included in a comprehensive legislative summary [...]. This

session was filled with challenges, but together we were able to successfully advocate for bills that will improve the financial security of our campuses. Despite our hard fought victories, the battle continues.

I want to thank you for your advocacy efforts and ask that you continue this fight with us. We must monitor the implementation of the SUNY Investment and Performance Fund and continue an aggressive organizing campaign. We must take action now to counter the U.S. Supreme Court's recent decision to hear the anti-union case, *Friedrichs v. California Teachers Association*.

We must redouble our efforts to organize and grow this great union. The time to prepare is now.

Together, we can make a difference.

In Solidarity,

Fred Kowal, UUP President

*The Legislature passed several of our key bills, including the Maintenance of Effort bill—which, if signed by the governor, will bring the state closer to paying its fair share to fund public higher education.*

## UUP’s Legislative Priorities Gain Approval

UUP’s persistence during June’s post-budget legislative session has paid off.

Both houses of the Legislature passed the Maintenance of Effort bill, which would require the state to pay for “all mandatory costs” for SUNY and its health sciences centers. This includes union-negotiated salary increases, benefits, and other mandatory costs such as utilities, building rentals and other inflationary expenses—key points made by UUP activists in visits to legislators in Albany and in local districts over the winter and spring.

The fate of these bills is up to Gover-

nor Cuomo, who can either sign them into law or veto them.

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**Visit the Alfred Chapter of UUP on the web at <http://uuphost.org/alfred/>**

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