Alfred UUP News

SUNY'S TECHNOLOGY SECTOR COLLEGES

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Tech Sector Day

More than 60 students and UUP members turned out for the United University Professions Technology Sector Advocacy Day on March 9 at the Concourse of Empire Plaza in Albany. The event highlighted the hands-on expertise and top-notch career preparation available at SUNY's five upstate technology sector campuses, at Alfred, Canton, Cobleskill, Delhi and Morrisville. Students and campus representatives set up displays, some of them interactive, to promote their programs.

Alfred State College was represented at the event by Chapter President Joe Petrick, Vice-President for Professionals Bill Schultze, and member of the UUP Executive Board Ray Gleason.

Campus delegations met legislators in the Capitol and the Legislative Office Building to advocate for UUP's legislative agenda. Items on the agenda included the state's investment in public higher

Joe Petrick at UUP Delegate Assembly

Online Learning at Alfred State

A number of members of the UUP Alfred Chapter have expressed concerns about online learning at the college. There have for example been questions about short-duration courses, work-for-hire, and course design and development. The provost has responded to some of these concerns with a "Plans for Online Programs at Alfred State" FAQ, but some concerns have apparently not been fully addressed, as evidenced by responses to the call for comment about changes to the Alfred State College *Policies and Procedures Manual* by the chair of the E-Learning Committee of Faculty Senate.

To address concerns about online learning at Alfred State, the chapter conducted an online survey, inviting interested members to respond.

The survey consisted of three open-ended questions:

- Is there a specific question or subject that you wish to have addressed concerning online education, short-duration courses, or work-for-hire?

- The E-Learning Committee of Faculty Senate is looking for input on changes to the Alfred State Policies and Procedures Manual concerning online education. Do you have any comments on policies relating to online education at Alfred State?

- Are the any other concerns that you

Tech Sector Day (continued from page 1)

education, support for SUNY hospitals and health science centers, teacher education programs, and protection of retirees. In particular, UUP members advocated for the Maintenance of Effort (M.O.E.) legislation that would increase operating aid, as well as increase in funding for SUNY's Educational Opportunity Program.

Unlike SUNY, UUP has not supported an extension of the SUNY2020 legislation, which would potentially increase tuition by $300 per year over the next five years. Students have expressed opposition to tuition increases, and there is little enthusiasm in the legislature to support the extension, which had been in the governor's executive budget. A budget agreement of the senate, the assembly, and the governor has a March 31 deadline.

"The work that you're doing today is incredibly important," UUP President Fred Kowal told the advocates before they started. "Most legislators don't really know what goes on at SUNY. We need to educate them."

One initiative that UUP hopes will become a reality at tech sector campuses is a new green energy technology pro-

gram that would partner educational programs with local businesses specializing in this field. UUP first proposed the idea in December as part of its legislative agenda; Governor Andrew Cuomo signaled his approval for the plan by putting $15 million into his executive proposal.

The governor has announced plans to transfer $15 million from the Regional Greenhouse Gas Initiative Fund to finance training programs for students entering the clean energy sector, with the goal of 10,000 trained workers by 2020.

Under this proposal, SUNY's Tech Sector Colleges would receive $10 million; community colleges $5 million.

"That's a good step, but that's just a start," Kowal told members and students. He reminded them that for all the good they do, too many tech sector programs are using outdated equipment, and too many faculty are paid significantly less than their counterparts at other colleges.

At the same time, the tech sector campuses play a far-reaching and vital role in the economy of upstate New York. Alfred claims an annual economic impact of $111 million, more than 10 times the total annual state allocation for the college.

UUP-related Comments from the Online Learning Survey

The recent survey on Online Learning at Alfred State included a general question about "other concerns." A few respondents asked about issues not related to online learning. One issue concerned potential problems with UUP members supervising other UUP members:

- I understand that the UUP is the go-to body if there is a faculty member who feels unjustly treated during review for promotion or continuing appointment. In the event that the unjust treatment is faculty against faculty (and not administration against faculty) it would be nice to know how the UUP would operate in such circumstances, since both parties would be UUP members.

There is in fact a practice whereby, if UUP members have issues with other UUP members (in supervisory roles or not) alternate campus and NYSUT representation is sought, i.e. each member is represented by a separate campus representative, and a labor relations specialist is assigned to each of the UUP members (the campus LRS and another LRS not affiliated with the campus), and the situation is mediated.

- If work study workers are going to $15.00 an hour, why not the union members having a minimum?

When Governor Cuomo made the decision to eventually raise the minimum wage in SUNY, he could not raise the minimum wage for UUP employees or any other bargaining unit (such as CSEA) because a minimum salary would have to be negotiated with each union. This will surely be a consideration as UUP enters into negotiations with the State of New York.

Other concerns were salary compression and "undergraduate teaching assistants"

- Disparity in pay. I have many years of experience and make considerably less money than new hires with the same or less degree and little to no experience.

- There are some departments that are using "undergraduate teaching assistants" to supplement instruction where faculty do not possess the expertise to teach a particular course, and adjuncts were not approved. What is the unions position on the practice, and, how does this impact the work-for-hire issue?

The Alfred State UUP Chapter would be glad to discuss these issues with affected personnel. Please contact us for more in-depth discussion.

"Way Too Many Associate Provosts"

In a conversation with UUP President Fred Kowal, radio host Susan Arbetter asked about a letter to SUNY and CUNY in which state operations director Jim Malatras had written that some salaries paid to SUNY and CUNY administrators "are exorbitant." The comment by Malatras got some coverage in the news, and precipitated some response from the SUNY and CUNY Systems.

Arbetter asked: "What do you think about the governor taking SUNY and CUNY administrators to task for the amount of money they pay themselves?"

Kowal: "[...] I praised the governor for bringing the issue to the public's attention. For far too long -- and again, it's a national trend -- an over-investment in resources that should be going in terms of the classrooms and where the instruction should be taking place or where the research is taking place. Instead it's going to top-level administrators, to presidents and vice-presidents and provosts and now there are additional levels of bureaucracy in SUNY and in CUNY and in individual campuses."

Arbetter: "[…] Chancellor Zimpher […] is she not worth the money?"

Kowal: "I don't think I want to zero-in on an individual case. I think that yes, there has to be a competitive salary structure when you're talking at the very top level. I think that our primary concern, though, is the proliferation at the top, whether it's additional provosts …"

Arbetter: "Too many administrators?"

Kowal: "Way too many vice-presidents, way too many

associate provosts and the like and that is not serving the long-term interests -- I think that it's not -- Saving a few dollars on administrative costs is not going to fix the problem, where now, nearly 70% of the costs of somebody's education falls on students and tuition. It's not going to address that. But I think it's symptomatic of the problem."

In response to discussion in the media around the Malatras letter, SUNY Board of Trustees Chair Carl McCall called the criticism over SUNY's top-paid workers a distraction. "Unfortunately, people want to focus on that when the bigger picture is how we provide for the hundreds of thousands of kids in this state who need higher education," he said.

The interview of Fred Kowal by Susan Arbetter can be heard at: http://uupinfo.org/communications/ audio/160210CapPressroom.mp3

SUNY System Administration Building

Online Learning (continued from page 1)

would like to share with the Alfred State UUP Chapter?

Response to the survey was limited, probably due to the relatively small number of people either aware of or affected by new programs, seven-week courses, or other developments relating to online learning. There were 26 responses, almost all of which appear below, with only minor edits.

No comment will be made on the responses regarding online learning, except for one remark questioning the survey itself:

- This survey feels very reactive to the campus climate. Is it intended to gather information or to be a place where those who do not agree with online learning can vent? Did anyone talk with the online learning office to make sure they are getting information they need to help communication and insure the results are used for bettering the campus conversation?

In response to the above observation, note that this was just one attempt to gather information that the campus might use for information. Respondents were allowed to ask questions, provide input regarding the *Policies*, and express other concerns. One could say almost anything they wanted. As for talking to the "online learning office" (presumably the Center for Online Learning), it is free to communicate with whomever it wants about issues relating to online learning.

Responses from the survey are in no particular order, except for being grouped after the specific question they addressed:

Is there a specific question or subject that you wish to have addressed concerning online education, short-duration courses, or work-for-hire?

- No Questions. I think that the Center for Online Learning is doing a great job and we are leaps and bounds further than we have been in years.

- How are these decisions being made? Is there data that backs the decisions being made (short-duration courses)? Does UUP and SUNY support the work-for-hire contract? Who will be overseeing all these online courses (it seems like there are enough technical problems already without increasing the number of

courses)? How much say does a department have in whether they want to move courses online or not?

- Why is the faculty not in the lead on questions of 14-weeks versus 7? These are academic decisions, first and foremost -- not marketing decisions.

- What is the reasoning behind short-duration courses? Is there any data that shows that these courses are beneficial to student learning? Or, is this just based on giving students something convenient? Is it about money or their education?

- I'm worried the short online courses will force faculty to reduce the academic rigor of their courses, since I foresee our students having difficulty with intensive courses. I'm worried this will therefore damage the reputation of the college. It seems like a for-profit or community college model rather than a rigorous 4-year college model. It will be necessary to hire adjuncts to cover the short courses, which will again reduce the academic rigor of the college.

- All of the above are a concern in a very general sense. In particular, are we now going to be told we have to teach online? Are we now going to be told that we have to run short duration courses? How can the administration just blithely order us to relinquish our rights of ownership under fair use and copyright (intellectual property)? I am sick of the ever twisting messages to all of us so that the Provost can simply fulfill her desires. I do not feel as if she understands shared governance at all. I am also completely fed up with her dictatorial edicts.

> What is the reasoning behind short-duration courses? Is there any data that shows that these courses are beneficial to student learning?

- The decision to offer 7 week courses was made by the VPAA without any input or feedback from faculty and without a shred of real data indicating that there is significant demand for such courses. This initiative is going to crash and burn...retention will be down, on-time graduation will be down, but most importantly...quality will drop, causing, in turn, word-of-mouth talk about ASC to take a turn for the worse.

- I'm concerned about the title and role of 'course coordinator,' I have a lot of adjuncts who teach in my program. Online Adjuncts are a lot of work. There are access issues for adjuncts who never get access to email and Blackboard until days, sometimes 1 day before the

Online Learning (continued from page 4)

day classes begin, or the same day classes begin. This causes a lot of emails, phone calls and troubleshooting for each adjunct which is done by whoever is supervising/mentoring the adjunct. Adjuncts get very frustrated and it takes a lot of my time getting the access, and ready to just view their courses. In about a day, which is not enough time, I have to show all the adjuncts the course (who live anywhere in the US meaning not locally), show and help them navigate the course and instructor items in Blackboard. No matter how much time is spent prepping the course, by me, there are often broken links in the courses, and exam/quizzes and assignment issues which need to be fixed nearly daily throughout the semester. There are Blackboard functionality questions, and questions from students which the adjuncts do not know how to answer with regard to assignments and use of Blackboard throughout the semester which need to be answered in a very timely basis. This is done on top of my own course load. The Help Desk (and the Center for Online Learning) cannot keep up with the demand and do not understand all the issues related to getting adjuncts up and running. Also there are many, many hours of work prepping the online courses at the end of each semester and rolling them to the new Blackboard shells/course prior to the next semester. Not to mention moving the courses to the newest, required BB template/platform, which changes on a regular basis. As the program director I'm already doing this for all adjuncts, which takes away from my time in my courses, my students, and program director tasks. Adjuncts do not have to do the prepping or rollover of the course from one semester to the next. This takes a great deal of time especially for courses within a program, (I can't speak for general education courses). I work all summer and winter breaks prepping my own courses, plus those of the Adjuncts in my program without compensation. Will the 7 week courses be run back-to-back which impacts the prep-time for courses. Content in our courses require constant updating because it is a very fluid and fast-changing field. This requires more than just prepping courses, making sure the links work, etc. Further, our accreditation standards require a curriculum revision on a constant basis. This requires an analysis of our courses, gap analysis, revision of taxonomy levels, and removing and adding content to all the courses in the program. Who will do this work, the Program Director/ Curriculum Coordinator or the Course Coordinator? Who will identify adjuncts and contact them, work through the hiring process, the Chair or the

Course Coordinator? Who will be designated the Course Coordinator for each course when the course goes to an adjunct? Will it be the (Full time and/or tenured) faculty who taught the course before? What about in the case of retirements? How many courses will one Course Coordinator be expected to cover? When does the UP-8 kick in for the extra work done in prepping the courses, and working with the adjunct? Adjuncts take a great deal of time. How do we determine workload for UP-8? (As Program Director, I am not eligible for UP-8 and I don't get extra $ for being the Program Director either. Will Program Directors / Program Coordinators be required to be the Course Coordinator or will we name someone else within the department to work with adjuncts? Who would this be?). We require our online course in my program be fully built on day one of the semester; will the course coordinator have the course fully ready for the adjunct the first day of classes? It is a best practice to have an online course fully built the first day of classes for many reasons I won't list here. I've attended national online conferences; this is a common best practice nationwide despite the practices of Alfred State. Also, who has the final responsibility for the course, the Course Coordinator or the Adjunct? All of the above must be given more consideration. We are a campus of adjuncts and more online courses only invites more adjuncts and less quality for our students.

- Course size: some individuals have courses set for 25 student's while mine is 36. So they have two sections of 25 and I have one with 36 (will it overloaded up to 46 before another extra section is completed) How is that fair? The two separate sections of 25 can be combined and taught as a single course (but they get 6 contact hours and I get three). How can someone teach 27

Cobleskill setting up its Tech Sector Day display

Online Learning (continued from page 5)

contact hours online each semester and have their own business? Seems like a conflict of interest.

- I think if a class is listed as online the teachers shouldn't be able to require local activities or office visits. (this DOES happen) because it happened to me

- If a department wishes to run short duration courses, then the faculty member under consideration should have an option: (1) do it as an overload or (2) let that course count toward his or her regular load. So for example, if a faculty member teaches 10 classes a year, some of those could include short duration courses (like the "3 for 3").

- I'm interested in metrics for student learning/success comparing on-campus courses to on-line courses. For instance, on-campus sections of COMP 1503 saw over 49% of students with a grade of D+, D, or F (below average or failing). On-line sections of the same course had just under 15% below average or failing. How do we measure what courses/majors are a good fit for on-line instruction and which are not?

- It's been long overdue here to formalize these important matters regarding online education.

- Requiring replies within certain periods of time--especially over the weekend.

- Suppose I teach five (5) seven week courses. Shall I assume that I will be finished for the semester at the seven week mark? If not, why not?

> What pressure can be brought to bear to convince SUNY central that there needs to be a SUNY wide solution to the issue of integrity of online courses?

- The issue of who "owns" the intellectual property. I've spent weeks to months developing all aspects of an online course (other than the outline which was already completed) and then was told that it should be given to an adjunct.

- What pressure can be brought to bear to convince SUNY central that there needs to be a SUNY wide solution to the issue of integrity of online courses. SUNY should be investing in and promoting a software solution that would ensure that the people taking our online courses are the ones taking the tests....

- Why are all of the summer and winter session courses and the courses offered in the high schools administered through CCET instead of Academic Affairs? Doesn't this take administration of these courses out of the hands of the academic arm, and in turn the faculty and staff, of the College?

- Why are we being so resistant to something that could bring a lot of flexibility and interest to our programs? There are details that need to be worked out which should be a larger conversation with stakeholders here. The conversation should be professional though, not one of secrecy and heavy handedness. People are generally more open to change when they have an understanding of it. Communication from administration about the vision as well as listening from vocal faculty is needed.

- Why work for hire only for the adjuncts on the on-line programs.

The E-Learning Committee of Faculty Senate is looking for input on changes to the Alfred State *Policies and Procedures Manual* concerning online education. Do you have any comments on policies relating to online education at Alfred State?

- Clarification is needed in some areas but overall details can not be too specific otherwise the policy will need to be redrafted too often. This is a good starting place for us.

- For those online courses that have been requested by the College, the College will provide compensation of $500 for an existing class and $1000 for a new class to populate the Alfred State Template with materials equivalent to the course outline. Is this a one time compensation or is this to be awarded each time the course runs (each semester)?

- I do not feel comfortable with this passage: "The standard class size for online courses will be 25 students. Variation from this number will be addressed on a case-by-case basis following experience with course delivery." Course load should be determined by the department and not the college. Some courses require much more extensive grading than others. Coming up with "standard class sizes" is a very bad idea -- and this kind of thinking has weakened Alfred State's ability to attract and retain qualified faculty.

- I put in my thoughts during the eLearning Meetings. I be-

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lieve this policy document is needed and needs to be enforced by the VPAA.

- I think it is important that our online classes not be just a correspondence course but I also think that administration should not make teaching an online course to be like punishment.

- I think online faculty should be treated in a similar manner to on-campus faculty. Why are the "classroom caps" always so low for an online class? Is that really fair? Especially when online faculty can lump multiple sections of a course into one class on blackboard and teach it as one class. On campus faculty cannot "lump" multiple classes into one class!

- I think that the college should enforce the use of a single LMS. It is not fair to students, especially visually impaired students, to have to adjust to a variety of lms setups. We are opening ourselves up for litigation by not having our online resources fully accessible by everyone.

- My biggest concern is that a full time online instructor having a three day a week job while supposedly being a full time faculty member here. How can the expectation be that because we are on campus that we will be the only ones expected to be a department chair? What a double standard!! It really has me leaning towards requesting that I teach full time online and then I get to stay home and never set foot on campus (sorry I mean I can set foot on campus for a few hours a week; because that is what they do now!! Past practice!!!)

- The creation of anchor courses and online courses requires an enormous and time-consuming amount of work on the part of the faculty member. $500-$1000 is not nearly adequate compensation for such work. Also, policies relating to the time it takes to respond to student e-mails is too restrictive.

- The policy should be provided to the college as a whole for discussion while e-learning is working on it. The shell should be minimal. Departments should decide on their own the degree to which a shell should have material, and/or the department should create the material as a whole.

- There are a lot of unanswered questions in the pol-

icy. What exactly are the purpose of anchor courses? I understand what the policy says they are for but I still don't understand the purpose. Who is going to monitor the online courses to see that the faculty is on it a reasonable amount of time, etc. (as it is implied in the policy). Can faculty use a different style for their courses or are they stuck using the template? Will full-time faculty have first right to refusal to teach these courses? Will they get compensated the full amount if they are low enrolled. Can the department choose not to teach them on a 7 week basis. These are just a few of the questions that need to be worked out first.

- This should address so called "hybrid courses" better. Under the former VPAA this practice was heavily discouraged. Now it seems to have become a thing again. Many reports of students having problems with blackboard and receiving no response from the instructor when the instructor is right on campus. Even more difficult to address because the instructor is responsible for the scheduling of courses.

- Who determines (and how will this be done) whether or not a course satisfies the rubric quality measures? Who evaluates the course structure against SUNY COTE OSCOR? Is this against the Board Policy that says that Faculty own courses and everything about those courses? What about courses where the standard class capacity is fewer than 25? Must these be raised to 25 or more? Finally, will professors with Continuing Appointment be forced to use Course Evaluations? That's not the case now.

- Why is this policy being reviewed and approved through CCET? Shouldn't it originate in the E-Learning Committee, be approved by Senate, and then approved by the VPAA? Why does CCET have such a large influence in an area that should be the domain of Academic Affairs?

- Yes, there are many issues with the online education policy and procedure. To start with, the attachment is a list of policies, I see no specific procedures to back up these policies. Do the same policies apply to on-campus courses and on-campus faculty? My program is entirely online with no on-campus courses. How will online faculty be taught /offered support to Blackboard and the Alfred State requirements when they are not local, cannot come to campus, and/or work other full time jobs? Will this continue to fall to the program director, program coordinator, or course coordinator as one-on-one with their adjuncts often by phone as it does now with no compensation? How will adjuncts meet the requirement to complete online modules (prior to the start of courses?) when access to Blackboard and their courses

Online Learning (continued from page 7)

is often a day prior to or the day classes begin? Who will be there to answer the questions as the faculty and adjuncts work through the modules? How will course content be measured to ensure workload and student work is comparable? In an accredited program we fit the required curriculum and content into our courses making them very full 3 and 4 credit courses. Will there be a measurement of content to ensure the course hours meet Carnegie standards?

- This document [the *Policies* draft] is more of the same. Is the Provost hoping that we become the next SNHU or Phoenix? Perhaps she is preparing us for this, and I resent it.

Are the any other concerns that you would like to share with the Alfred State UUP Chapter?

- Part of term courses will be a real asset to our students and enrollment. Maybe breaking 4 credit courses into 2 sets of 2 credit courses for the 7 week length would be a good idea.

- I do not mind having full time on-line faculty as long as the expectation is that they will be on campus. We are supposed to be a community for our students and colleagues. This is creating a huge rift in my department: the online faculty are never here (okay one day a week for a few hours!!) and are the first to complain how busy they are and that they are held to a higher standard then on-campus faculty. When something happens last minute here it is the on campus faculty that have to fill in not the online individuals. Just frustrated with the double standard; they can limit their course size and yet we have to have 40 and sometimes more in our on campus course. Both online and on campus courses have their issues but they both require about the same amount of time and dedication. I teach both sides of the fence and it has certainly swung in the favor of on-line faculty. How can their labs be limited to 18 students? problems with space and issue?? My labs are 20 and sometimes 24. Once again they can combine the lab sections and teach it as a single course; I have to meet separately with each lab section for three hours. So if I have a lecture section of 48 and two labs I meet with students in the class for a total of 9 hours and then they come to my office for questions or help each week. In an on line course it is capped at 36 or fewer for the lecture section and it will have two lab sections which typically are combined into a single section (even worse the lab and lectures are combined into a single course and taught as a single course). So tell me that this combined section is meeting with students for a total of nine hours a week. The online faculty gets 9 con-

tact hours for a single course!!!!

- I do not think online science courses (in particular) are beneficial to students. Students really miss something when they can't interact with something in the laboratory.

- It feels that there are a lot of decisions being made with very little input from the faculty. This may actually be an issue more for Faculty Senate.

- What has happened since the Provost has assumed her position? We constantly are told something. Then we are told we are allowed to negotiate and discuss it. Then we are ignored and she changes the rules or just goes with her original edict. There is only so much inconsistency that a faculty can stand.

- It troubles me that, oftentimes, Alfred State wants to offer more and more online courses, but it doesn't want its on-campus students to take too many of them. Are online classes real classes or not? Are our students adults who can make their own choices or not? Our attitude makes little sense to me.

- The Anchor Course policy must be rewritten. If the administration wants classes, then pay real money for them and be prepared to continue to pay as the course is offered through the years.

- The role of CCET in this process, including but not limited to, their ability to work outside of the governance of the College erodes the bargaining unit's ability to influence decision making in the creation of courses using work-for-hire agreements. If faculty on campus oppose these measures, CCET could hire non-ASC faculty members to create and administer these courses using work-for-hire agreements. Basically, they would be contracting out work that "belongs to" the ASC Faculty and Staff. It seems that there is a serious conflict of interest involved with the Director and operations of Human Resources being so closely linked with the operation of CCET.

- The VPAA mentioned that Middle State is requiring her to keep records on student complaints and how they are resolved. In doing so--or at least the way she is doing so is a violation of the academic regulation and faculty's right to due process.

- Where do I start - lack of trust and respect for faculty increasingly faculty are feeling marginalized around online learning, new 7 week semesters (no shared

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governance discussions on this at all)

- Why are online faculty held to a higher standard for the quality of their courses than on-campus faculty for on-campus courses. The Online Course Policy and the proposed online course rubric being discussed as 'voluntary' today, (mandatory when?) ONLY applies to online faculty and online courses, NOT on-campus faculty and courses. Why are the requirements stated in the Online Course Policy not applied to on-campus courses and faculty? I believe we should all be held to the higher standard and all use a rubric to measure the quality of our courses, and it must be the same rubric for both online and on-campus courses. Why is my department required to teach 18 contact hours, other departments less than 18? Why are the number of students for each class section set at 36 in the Physical and Life Sciences Department but far less for other departments? The Online Education policy states: The

standard class size for online courses will be 25 students. Why can Administration require a specific course delivery format for online courses but not for on-campus courses? They claim 'Accessibility' even though their required format does not meet the best practices for course delivery within a program? On campus courses allow faculty far more freedom in teaching than online faculty in the delivery of their courses and programs. Why do we have different workload requirements and obligations for University Service, and department obligations, program obligations, etc.) from one full time lecturer to another lecturer in the same department and across campus? Some lecturers are assigned the role of student Adviser and some do not advise students. There are many other inconsistencies.

Retiree Advocacy

Recently, there's been some discussion about what UUP has been doing to support retirees, who are facing higher costs for their health insurance in the proposed Executive Budget.

UUP has been doing a lot. Retiree issues are a prominent part of UUP's 2016 Legislative Agenda and are among the important issues members bring up when meeting with lawmakers.

Specifically, the budget proposes:

- Tiering state contributions to retiree health insurance premiums based on years of service for state workers who retire as of Oct. 1, 2016. This would impact employees with less than 30 years of service.

- Capping monthly Medicare Part B reimbursements at $104.90 for state retirees covered through NYSHIP. As Medicare Part B premiums increase, retirees would pay more.

- To end state reimbursement of increased Medicare Part B costs for higher-income retirees under IRMAA. Higher-income retirees pay escalating rates for Medicare Part B based on retirement income. Currently,

retirees earning between $85,000 and $107,000 pay $170.50 per month for Medicare Part B. This proposal would end state reimbursement of these higher premiums.

UUP members are speaking out against these initiatives, and are urging legislators to take action to ensure that they do not become part of the state's enacted 2016-17 budget.

Members are calling on lawmakers to:

- Support income security for retirees by increasing the maximum earning allowance for public employees from $30,000 to $35,000.

- Support a pension credit for all veterans.

- Allow retirees to make automatic, voluntary contributions from their Optional Retirement Program accounts to union political action committees.

UUP leaders are also urging all members to send an e-letter to legislators that details the union's legislative agenda regarding retirees. The letter is linked from the UUP website and is at: http://org.salsalabs.com/o/1846/p/dia/action3/common/public/?action_KEY=19118
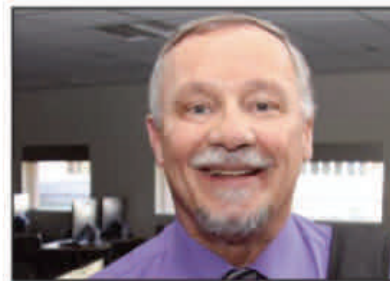
SUNY ADJUNCTS DESERVE BETTER

Bentley Whitfield, Farmingdale

"I received SUNY's Excellence in Teaching Award."

Rebekah Tolley, Albany/Oneonta

"I have a master's in fine arts and I've exhibited worldwide."

William Lee, Cortland

"One hundred ninety-two students took my course in one semester."

Adjuncts make up one third of the faculty at SUNY and many have advanced degrees. However, their compensation falls far short of matching the important work they do.

Many are paid so little, they struggle to make ends meet.

Many others are forced to find employment at different colleges to earn a living wage.

Yet students pay more than ever before.

It's an economic injustice that can no longer be tolerated.

Stand with adjuncts in their fight for equitable treatment.
Share the ad—http://goo.gl/DvTLkF—on Facebook and Twitter.

United University Professions
President Frederick E. Kowal, Ph.D.

#adjuncts

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uup Are You a *Member?*

Thomas P. DiNapoli New York State Comptroller	JOHN DOE			Total Gross / Fed Taxable Gross

Current 3456.78 1234.56
YTD 45,678.90 34,567.89

Advice # 123456789
Advice Date 07/12/2009

Pay Start Date 07/13/2009
Pay End Date 07/27/009

Net Pay **1,234.56**

Department ID 1234

Pay Rate 78,910.11

EARNINGS ... TAX DATA ... Marital Status 4 / 4, Allowances 2 / 0

Regular Pay Salary Employee 3456.78
Location Pay 56.78

TAXES — Fed Withholding, Medicare, Social Security, NY Withholding

BEFORE TAX DEDUCTIONS
AFTER TAX DEDUCTIONS

UUP Member 26P

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.

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

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