



The Cortland Cause

UUP CORTLAND CHAPTER, B-5 MOFFETT, CORTLAND, NY 13045, 607-753-5991
 WWW.UUPHOST.ORG/CORTLAND

Inside this issue

From the President.....1

From the Editor...2

It's Time for a Serious Conversation about GE.....2

A Retiring Professor Takes a Retrospective Look at the State of the Current GE Program3-7

From the President



William Buxton, President Literacy



On behalf of UUP, I am happy to welcome you back for another academic year.

We are beginning this school year with a special issue of *The Cause* devoted to Cortland's General Education Program. We hope this printed edition will serve as a useful supplement to the open meetings and governance process of the Faculty Senate. As a former chair of the Faculty Senate, I am convinced that greater participation at all levels of the Faculty Senate results in a stronger and better shared governance at Cortland.

UUP, like all education unions, has a history of involvement in educational issues beyond salary and benefits. In the past year UUP has raised questions about Seamless Transfer, Open SUNY, and teacher certification tests, to SUNY administrators, state legislators, the State Education Department.

UUP members have carried this advocacy on TV and radio programs, provided information to print news sources, and testified at hearings of the Senate and Assembly in Albany.

In providing the resources of our newsletter to disseminate perspectives on Cortland's GE Program, UUP is not taking a stance on any particular GE proposal. UUP is taking a stance that the educational curriculum of our college is important to all our members and affects their work in very immediate and tangible ways. *The Cause* is a valuable forum to disseminate ideas, information, and spark discussion across the campus.

We published all articles that were submitted for this issue, and I want to thank the authors of those pieces for the time and effort they put into writing their articles. It is one thing to hold private opinions, it is another to put those ideas into print and allow others to read them.

I am grateful for the tradition on this campus that faculty and staff are willing to participate in a public dialogue on important campus issues. An open and honest exchange of ideas is at the heart of any academic institution. We have two thoughtful and well-articulated articles in this newsletter. Whether you agree or disagree with the views presented, I encourage you to read them in the spirit in which they were submitted. The academy is enriched when issues are debated publicly. The academy is diminished by private communications and name calling.

Karla Alwes,
Editor



From the Editor

As Bill Buxton, UUP Chapter President writes, UUP has always been involved with issues beyond salary and benefits. Because curriculum is one of the faculty issues, this *Cortland Cause* is devoted to the Cortland General Education program.

Recent discussion among faculty regarding the possibility of changes to the SUNY Cortland General Education program has prompted many members of the faculty to think about how these possible changes could affect our program. A survey taken by the College GE Committee last semester suggested that the problems the Committee sees as inherent to the current GE program are those of breadth and flexibility.

In this special issue of *The Cortland Cause*, two faculty members have answered UUP's request for submissions, and have put into writing their own responses to the perceived inadequacies of the current GE program, in order to help promote an open discussion across campus:

Professor Emerita of Philosophy Kathy Russell, who was active in the inception and evolution of the current program, beginning in the 1980s, gives us the historical perspective that is necessary in order to maintain an institutional memory, in her presentation of GE's past (which included its emergence from what was then called Basic Studies).

Professor of Economics Howard Botwinick discusses what he sees as the need for a serious academic conversation about the GE program, and the changes he sees as essential to the program in order to meet Cortland's students' educational goals in today's (and tomorrow's) world.

The discussion began with the spring semester; *The Cortland Cause* hopes the faculty will be encouraged to continue that discussion throughout the fall semester, for the benefit of us all.

It's Time for a Serious Conversation about GE

Howard Botwinick,
Professor of Economics

The last time this college had a serious wide ranging dialogue about our overall GE program was in the late 1980s. Since that time the world has changed more profoundly than most of us could have imagined. At that time we did not have an understanding of the dangers of catastrophic climate change that would soon be bearing down upon us, we did not face an economy with unprecedented levels of instability and inequality, and our democracy had not been converted into a plutocracy. We also did not face a generation of students whose social world and access to information had been transformed in both positive and negative ways by the internet and handheld devices. To address these and many other profound changes in our world, we should have a far more comprehensive conversation about our general education program. More flexibility and the needs of transfer students can certainly be a part of this discussion, but it should not *drive* our conversations as it has for quite a few years.

Let's have a serious academic dialogue about how to best meet the educational needs of this new generation in a deeply transformed world. Let's make sure that our students can meet the unprecedented challenges they will be facing not only as educated and skilled professionals in the work world, but as citizens who are capable of serious critical thinking. If there was ever a time when we needed young people to "think outside of the box," it is now. If we are primarily training people for jobs, we are simply not doing *our jobs* as educators at a liberal arts college.

In closing my brief remarks I would like to make one concrete suggestion. It is high time that we have one required course dedicated to the scientific and social implications of global climate change. And it should not be the only "science" course that our students are required to take. Shame on us for even suggesting that we reduce our science requirements - especially in a country where the processes of scientific investigation are so poorly understood by the general public, and where science, itself, is under systematic attack.

Based on discussions with a number of academic faculty members, I believe that this kind of far reaching GE conversation across the disciplines would be welcomed by many faculty members. It might also help to rejuvenate our intellectual community.

A Retiring Professor Takes a Retrospective Look at the State of the Current GE Program

Kathy Russell,
Professor Emerita of
Philosophy

Arriving on campus as a new assistant professor in the fall of 1985, I felt the campus was alive with passion about the core curriculum. Maybe it was just me. But there seemed to be a genuine air of community engagement and intellectual vibrancy. Since then, the General Education Program created by relatively autonomous progressive teaching faculty has degenerated into a stale, haphazard series of categories, cobbled together from ineffectual efforts to tinker with the original program to make it more palatable or flexible. It reels from mandates imposed by SUNY Central. To my mind, this crisis presents us with an important opportunity. The time is ripe to recover the enthusiasm of earlier years and to design a socially responsible program that speaks to the urgent needs of the twenty-first century.

The GE Committee has made a valiant effort to attract the faculty's attention to many important difficulties with our core curriculum. They have a good sense of technical problems involving SUNY mandates for "system-ness" (Chancellor Zimpher's coined phrase that makes me cringe): seamless transfer; accreditation and licensure mandates; difficulties like those in Childhood/ Early Childhood or Adolescence Education where students have problems meeting their state requirements and are unable to take electives; and, finally, the confusion that seems to exist about degree planning for those who begin college elsewhere or who change their major. These are serious concerns, but the Committee's current proposal cannot address the roots of our curricular woes.

I agree that Cortland's curriculum should offer students selections in a general core and important majors and minors as well as free electives. Certainly they must have "free choice," but that is a tricky, contested idea that is too frequently thrown around in this nation. Deeper issues must be debated. Students should leave Cortland with the ability to think critically and creatively and with the knowledge and skills necessary for successful careers.

Today, however, we must pass on to them a deep ecological wisdom. That requires an ability to understand the consensus of the scientific and intellectual community that our climate is in crisis and that our forms of life must undergo paradigmatic changes. Students must be able to think in terms of systems and to examine commitments to the greater good. Furthermore, like Christian Parenti warns in his book *Tropic of Chaos: Climate Change and the New Geography of Violence* (Nation Books, 2011), persistent inequalities and ongoing war only multiply the swirl of dangerous historical currents contributing to climate disruption.

On page 12 of their 2014 *Proposed Revision of SUNY Cortland's General Education*, the GE committee makes an important observation: "While there is strong consensus among all members of SUNY Cortland that General Education is important to the education of all students, the level of participation and contribution to the *sustainability* of the program needs to be addressed (emphasis mine). The GE Committee is often recruiting new members well into the year, there is consistently resistance to participation in the assessment process or even in discussing the process, and there have been fewer than five GE course proposals in the past three years."

This lack of sustainability can only be addressed by meeting it head on and coupling it with serious action on the part of classroom teachers who lead a movement for genuine curricular change. What are the underlying reasons for the current lack of faculty engagement?

I would argue that they reflect the overall unsustainability of a liberal arts curriculum based in the homocentric models we inherited from modern Europe. A new academic movement led by activist-minded faculty could institute the dynamic, paradigm busting changes we need. The tools, pedagogy and curricula we have become accustomed to are not sufficient to respond to our century's dilemmas.

Let me offer a historical perspective. The specific conditions that drove curricular transformations in the twentieth century are different than those of today, but the factors that can foster significant change exist here and now. There is a growing social movement in higher education demanding attention to climate crises and other social and environmental problems. The many faculty, staff and administrators who are designing new majors, programs, core curricula and campus-wide infrastructure manifest the energy, passion and commitment of people in that movement.

One organization spearheading these undertakings is AASHE, the American Association for Sustainability in Higher Education. Cortland is a member, and we recently received a Silver rating in their Sustainability Tracking and Reporting System (STARS). I attended their large, well-organized national conference last fall in Nashville as a representative of the College's curricular efforts associated with our Climate Action Plan Committee. (I then chaired the Sustainability Curriculum Coordination Subcommittee.) This year we have a new opportunity for campus wide action in that Beth Klein, of Childhood/ Early Childhood Education, has been named Sustainability Coordinator. Hers and other colleagues' efforts will dovetail with the important work of the Climate Action Committee.

Many successful changes upon which we can build have been made here at Cortland. The consultant we brought to campus in the Spring of 2013, Sharon Meagher, Professor of Philosophy, Women's and Latin American Studies at Scranton University, argued that Cortland is poised to achieve national leadership in transformative models of curricular reform that address sustainability. That reminds me of how Cortland was recognized for leadership in curriculum diversification by the *Chronicle of Education*. (See Magner, Denise K. "Difficult Questions Face Colleges That Require Students to Take Courses That Explore Issues Relating to Race." *Chronicle of Higher Education* 28 March 1990: A20-A22.)

The national and international historical momentum centered on existing climate crises has deeply affected academia. Activist educators are making key advances in their fields of study and are creating an impressive compendium of available sources. Several books on these efforts are available in Memorial Library. I urge people to study *Sustainability in Higher Education: Stories and Strategies for Transformation*, edited by Peggy F. Barlett and Geoffrey W. Chase (Cambridge, Massachusetts and London, England: The MIT Press, 2013). Many inspiring case studies and change models can be found there.

To be sure, our GE Committee needs to be resuscitated. But can a critical mass of teaching faculty meet the exciting and profoundly complex challenges we face? What role might the UUP play in addressing the hurdles represented by GE?

As I retire from SUNY Cortland and look back over the last three decades, I notice similarities and differences between then and now. I recount this history because I think it instructive. The community spirit that greeted me in 1985 was due to a number of factors. Most significant was the autonomy faculty had over the curriculum at that time. Most immediate was the fact that the Cortland faculty had thoroughly reformulated its core curriculum a couple of years before. They had talked long and hard about what was most important to them; they had reached unity around an ideal of what the center of the curriculum should offer our students.

Today we are not ready to institute a true revision of General Education, not even one like that proposed by the GE Committee, because these deep conversations have not taken place among a significant number of teaching faculty. No intellectual unity has been forged. But a critical mass of us are now paying attention. Once again halls buzz with conversations about core curricular ideas.

The eighties were an interesting decade; many of us had been involved in campus and union activism during the sixties and seventies. There were national curriculum reform movements, as there had been at other key points during the century. There was a sense of urgency and purpose; significant matters were at stake. To be sure, the right wing was on the rise, but campuses were as yet a bit isolated. I was proud to hear from Larry Ashley (my senior colleague in philosophy) that Cortland was known as "a little red schoolhouse;" it was progressive and its union, the UUP, was strong and a leader in the state.

What happened during these years was genuine curriculum transformation because it reflected real, critical historical social movements, and it was led by a group of committed, passionate classroom teachers, students and allies. It happened as the result of *organizing* for change. It was like a union drive.

The forerunner of today's Center for Gender and Intercultural Studies (CGIS) was responsible for some of the key changes. It consisted of more than eighty faculty, staff, administrators and students. It was guided by a 36-member Council of mostly teaching faculty and functioned a bit like a left-center alliance, a coalition. The Center became responsible for training, supporting, and *sustaining* a group of faculty who could teach in the category Prejudice and Discrimination. We also oversaw academic programs in African American Studies, Jewish Studies, Latin American Studies and Women's Studies; and we were charged with educating the campus on gay and lesbian issues.

Our Center's existence emerged from a constellation of critical events, but key among them was a budget crisis in 1983, when Black Studies, which had been at Cortland since 1971 but was under-enrolled and insufficiently supported, was targeted with elimination. In the face of this threat, a team of faculty, staff and administrators articulated their concern that the College's curriculum had for too long been unacceptably male-centered and Eurocentric. In addition, important numbers of students were being underserved and at risk. In response, the Arts and Sciences Dean formed a committee to assess the College's record on race, ethnic and gender issues. They concluded that instead of cutting Black Studies, the College should diversify its GE offerings and develop programs in other "non-traditional" fields of study.

This crisis was concurrent with more widespread campus efforts in curricular reform during the eighties. Namely, Cortland faculty had decided that their old, cafeteria-style Basic Studies program of 36 credit hours no longer addressed the needs of the times. They replaced it with a coherent nine category General Education program that was *uniquely* Cortland's. A new GE program of 31 hours was phased in and was aimed at students who entered after August 1984. The threat that Black Studies would be cut and the felt need that our curriculum was inadequate at its core culminated in 1988, when, as the result of three years of campus-wide deliberation and faculty development led by the Multicultural and Gender Studies Council (MGS—formerly called the "Minority and Women's Studies Council", now CGIS), Cortland added a tenth category, Prejudice and Discrimination, which offered a menu of courses that had to be cross-listed with a class from one of the other nine categories.

Here is the original, unique Cortland GE program that has been fiddled with, rearranged, cut and submerged. I should note that mathematics, academic writing, and foreign language study were not listed as GE courses then. Listing them and including presentation skills were certainly improvements.

- GE 1: American Institutions (3 cr. hr.)
- GE 2: Analysis of Values (3 cr. hr.)
- GE 3: Contrasting Cultures (3 cr. hr.)
- GE 4: Fine Arts (3 cr. hr.)
- GE 5: History (3 cr. hr.)
- GE 6: Literature (3 cr. hr.)
- GE 7: Modern Western Thought (3 cr. hr.)
- GE 8: Natural Sciences (7 cr. hrs.)
- GE 9: Science, Mathematics and Human Affairs (3 cr. hr.)
- GE 10: Prejudice and Discrimination (3 cr. hr., cross-listed with a GE 1-9 class)

It was through the Multicultural and Gender Studies Center that we began our organizing to diversify the core curriculum of Cortland. We argued that liberal arts institutions have a fundamental social responsibility to confront entrenched power relations. Dean John Stockwell famously said, "If we cannot effectively deal with such wide-spread social problems as these in higher education, where can we?" We contended that colleges were uniquely positioned to be agents of social change because of our capacity to examine the roots of crises and to engage seriously in the intellectual debates necessary to create the wisdom and strategies for overcoming them. Today, we can pick this spirit up and engage in community-wide efforts to radically change our GE program.

Let me recall other factors important to curriculum diversification at Cortland. The MGS Council sent our proposal to the GE Committee in March 1986. Before that, we had to hash out what we thought a study of prejudice and discrimination should encompass. The deep-seated nexus of social relations that had to be addressed inspired us. Race, gender and class were deeply interwoven, and complex intersectional analyses were needed. We did want to see the study of racism and sexism infused throughout the curriculum, but we argued that, in addition, a single category was needed to do justice to the advanced scholarship that was available in these fields and, above all, we wanted to make visible Cortland's united institutional commitment to diversity.

During the next two academic years, teams of faculty from the Center visited department meetings to explain why we thought a new category was necessary and to get feedback. We had to build the aforementioned unity. The cross listing of GE 10 classes was the result of a compromise which allowed students to accomplish the learning outcomes of the category without adding to the total hours for graduation. There were meetings and more meetings. There were intense conversations over lunch. Memos (not emails) flew. Deep friendships were formed, and we had a lot of fun!

In May 1987, the GE Committee held a faculty referendum on whether a new category, called “Prejudice and Discrimination,” should be added to GE. Two-thirds of the voting full-time faculty members said yes! The Faculty Senate sent results to the Provost who initiated the new program in 1988 having deemed there were enough faculty and classes available to cover a sufficient number of course offerings. It was sustainable!

As we can see, GE 10 emerged from discussions, indeed struggles, among faculty, and it was organized by MGS. The leadership effort it took to make these important changes reminded me of the union drives I had been part of during the seventies. The activist oriented A&S Dean’s committee and its allies existed at a time ripe for change, and they were incorporated into a new institutional format, a Center run by a Council of teaching faculty.

As I suggested at the beginning of this essay, I would argue that the current iteration of Cortland 1980s GE program has become too cumbersome, and it is out of step with what students need to be equipped for the twenty first century. It has succumbed to onslaughts from SUNY Central and local, ineffective, yet sincere, efforts to tinker with the categories. The original strengths and the coherence of the program have ruptured.

Let me mention a few additional examples of what happened while I taught at Cortland.

In 1988 courses in GE 10 had to meet a specific set of relatively detailed criteria. These were watered down in the early nineties in the name of flexibility; instructors were no longer required to focus approximately equally on *both* racism and sexism. Those issues were simply listed as examples of what might be covered. Our current catalog description and learning outcomes for Prejudice and Discrimination are the result of shortening and “condensing” the original category. I grant that the requirements needed to be streamlined for online electronic display and for compatibility with the presentation of the “mandated” SUNY GE Program. However, the crucial emphasis on interconnections among various forms of oppression, particularly as they relate to social class, is no longer there.

You will also notice the absence of GE 2: Analysis of Values, it having been lumped into GE 9 which has been given a new name and number, GE 12: Science, Technology, Values and Society. It seems people didn’t want to get rid of it but had to stick it somewhere. Introduction to Ethics classes coexist with history of science courses, and there is no guiding thread weaving the category’s curricular content together. Arrays of leftover and newly proposed classes have simply been concatenated. Wide recognition exists across campus that GE 12 needs overhauling.

Unfortunately, GE 7: Modern Western Thought has simply been eliminated. That category was to introduce students to the paradigm-setting theories of Darwin, Marx and Freud. They were “to develop an appreciation of the central assumptions, ideas and arguments” of modernity so as to be aware of “the changes brought about by a reorientation of thought and the implications this has for the central values of western society—freedom, equality, reason and progress.” (See the *Cortland Catalog* from 1988-89.)

The old GE 2 and GE 7 categories had coherence at the time, and key teaching faculty intentionally coordinated them. The former was for the most part the responsibility of one department, Philosophy. GE 7 went the way of all things too intellectual and demanding for today’s vocationally minded parents and teachers. There were too many important state-based mandates or major program requirements to warrant its continued existence. Larry Ashley (who at one time was the official coordinator of GE 7 offerings), other “old-timers,” and I used to bemoan its loss. Once again, our original GE program suffered from being deemed too inflexible, I suppose too heady.

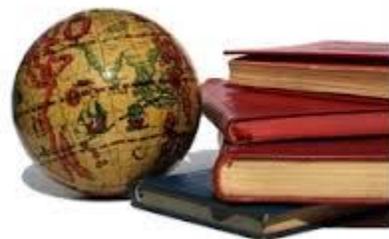
The mid-nineties also saw increasing intervention from SUNY Central. Just after we had instituted a writing-across-the-curriculum GE requirement, we faced a vigorous attack on campus autonomy from the Board of Trustees led by ultraconservative, anti-multiculturalist Board Chair Candace de Russy (former George Bush appointee and currently Adjunct Fellow at the Hudson Institute). We attempted to protect the unique GE program we were rightfully proud of against this forceful centralization, but as the following decade has made evident, we were overcome.

When I was Chair of the GE Committee from 1996-2000, we tried to fight back; there were more meetings and memos. We visited other campuses; the SUNY Faculty Senate attempted protective action against faculty loss of control of the curriculum. What we have now in GE is to some extent more “sensible” and “flexible.” It is more easily captured by computerized curriculum management systems. In 2005, Cortland’s original 1980s categories were “integrated” into the centralized SUNY GE requirements. We have become more closely “in compliance,” but at what cost?

The spring 2014 Proposed Revision of GE is worth serious prolonged attention by teaching faculty. The Committee has identified important, but mostly pragmatic, technical curricular issues. However, the underlying fragmentation of the structure and purpose of the original program cannot be fixed by yet more rearrangements and cuts. Our GE program is indeed unsustainable. In its current form, it is not suitable for twenty first century demands.

Note the attention given in GE 7 (Modern Western Thought) to “freedom, equality, reason and progress.” The modern European, homocentric way of addressing these values through the traditional liberal arts curriculum amenable rehearses them. In the face of today’s climate disruption, however, our core curricular practices should be seen as inadequate. Furthermore, the idea of allowing students more “flexibility” and “choice” has not worked. We also cannot presuppose we agree on what we mean by appealing to these concepts. The form with which we have traditionally addressed them is unsustainable.

Looking back at my experience at Cortland, I have seen that a troubled curriculum has to be addressed by activist teaching faculty intent on organizing serious change. As an academic community, we can only do what colleges do best and try through collective debate to reach a “climate ready” consensus about new core curricula. This process will be lengthy and arduous, but it can be exciting and rewarding. We must take the time to step back in order to seriously and collectively ask ourselves what we want our students to take with them as a mark of the SUNY Cortland degree. To repeat the question of former A&S Dean John Stockwell: “If we cannot effectively address these immense and complex problems within the academic community, where can we?”



IT'S YOUR NEWSLETTER!

We welcome articles and letters submitted by members of the SUNY Cortland Community.

Please share your thoughts with us— we want to hear from you!

Opinions expressed in *The Cortland Cause* are those of the individuals and are neither endorsed by nor represent the views of UUP.

Please note: The Cortland Cause will generally not print anonymous submissions.

We reserve the right to edit submissions for grammar, space limitations, accuracy, etc.

Send contributions to the Chapter Office, uup@cutland.edu
and to the editor, Karla Alwes, karla.alwes@cutland.edu

UUP Cortland Chapter

PO Box 2000
B-5 Moffett
Cortland, NY 13045

PHONE:
(607) 753-5991

FAX:
(607) 753-5476

E-MAIL:
uup@corland.edu

We're on the Web!

See us at:

UUPHOST.ORG/CORTLAND

Become a Department or Building Representative

Want to get more involved with UUP? Please consider becoming a Department or Building Representative!

We still need "reps" for many campus departments and/or buildings, and we would welcome your participation. Contact the Chapter Office (ext. 5991, uup@corland.edu) to express interest or to find out more!

ARE YOU RECEIVING CORTLAND UUP CAMPUS E-MAIL POSTINGS?

If not, here's how to sign onto the "UUP List" Cortland campus e-mail list – be sure to sign on so you don't miss important announcements and messages from UUP!

1. Login to your webmail via MyRedDragon
2. On MyRedDragon home page, mid-right, see "E-Mail Options." Under that, click on Manage your Mailing List Memberships
3. Pop-up will request that you enter your username and password again (same as you use to sign into webmail)
4. On the page that comes up, click on Manage My List Membership
5. The next page is "Mailing List Management Service" – on this page you can voluntarily subscribe/unsubscribe to various campus e-mail distribution lists. To sign onto the UUP list, click Subscribe by "UUP List".

Save the dates

Union Matter Chapter Meetings

Sept. 23, Oct. 22, Nov. 18, Feb. 11, Mar. 10, Apr. 8

Executive Board Meetings Schedule

Sept. 4 & 18, Oct. 2 & 23, Nov. 6 & 20, Dec. 4, Jan. 23, Feb. 5 & 19, Mar. 5, Apr. 2 & 16, May 7

Labor Management Meetings Schedule

Sept. 17, Oct. 15, Nov. 12, Dec. 10, Jan. 21, Feb. 18, Mar. 18, Apr. 15, May 13

Are you a UUP member?

JOIN TODAY so you can vote!

Go to www.uupinfo.org and click on "Join UUP" at the top (right) of the home page. Or simply contact the Cortland Chapter Office to request information or a membership application form (campus ext. 5991, e-mail uup@corland.edu)

Alan G. Hevest New York State Comptroller		JOHN DOE		Total Hours		Full Taxes Withd	
				Current	3456.78	1234.56	
				YTD	45,678.90	34,567.89	
Advice #	12345678	Pay Start Date	02/16/2005	Negotiating Unit	IBS	Net Pay 1,234.56	
Advice Date	07/13/2005	Pay End Date	03/29/2005	Retirement System	TIAA/CREF	Pay Rate 78,910.11	
Department ID	1234						
EARNINGS				TAX DATA			
	Fixed	Variable	YTD	Current	YTD		
Regular Pay	3456.78	45,678.90	45,678.90	Federal	1234.56		
Union Pay	56.78	678.90	678.90	State	3456.78		
				NY	1234.56		
				Local	567.89		
				Other	890.12		
				Retirement	1234.56		
				Health	3456.78		
				Dental	567.89		
				Life	890.12		
				Disability	1234.56		
				Other	3456.78		
				NY	567.89		
				Other	890.12		
BEFORE TAX DEDUCTIONS				AFTER TAX DEDUCTIONS			
	Current	YTD	YTD	Current	YTD		
Medical	456.78	1234.56	1234.56	UUP Member Fee	34.56		
Life Insurance	890.12	2345.67	2345.67		456.78		
Retirement	567.89	1234.56	1234.56				
Other	123.45	567.89	567.89				

Check your most recent paystub to find out if you are a member. If it says "UUP Agency Fee" you are not yet a UUP member.