



THE CORTLAND CAUSE

Volume 38, Issue 1
Spring 2013





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Contract documents being finalized, mailed out soon

-Jamie Dangler, UUP Vice President & Chief Negotiator



We are still in the process of finalizing contract documents that will be mailed to every UUP member's home address.

We are waiting for final details about the Deficit Reduction Program. SUNY has submitted a plan to the Governor's Office. Once that plan is approved, we will be able to inform members of the exact payment amounts and period of payment for Deficit Reduction days, as well as the repayment schedule at the end of the contract period.

This information is necessary for the economic impact analysis and calculator we will provide for member use.

The mailing to members will include detailed information about the tentative agreement, including contract article changes and a Question & Answer document that covers all aspects of the agreement. We expect to be able to mail these documents soon enough to give members more than a month between receipt of the documents and the ratification ballot deadline of May 15.

Negotiations Team visits to all chapters are in process. UUP President Phil Smith and Chief Negotiator Jamie Dangler are attending all of these meetings.

The Cortland Chapters visit is scheduled for April 2nd from 11:30 to 1:30. The meeting will be held in the Corey Union Function Room and a lunch will be served. This is a current UUP voting member's only event. Call or email the chapter office (607-753-5991) to RSVP if you would like to attend.



CONTRATULATIONS to all who were elected, and **THANKS** to all who ran for office. We appreciate your willingness to serve!

**UNITED UNIVERSITY PROFESSIONS
OFFICIAL 2013 ELECTION REPORT
CORTLAND CHAPTER
(40817)**

SUMMARY PAGE

12/26/2012	• Membership certification date.
01/04/2013	• Date notice of election and call for nominations mailed to home addresses of chapter members.
02/06/2013	• Date nominations closed.
02/20/2013	• Date ballots mailed to home addresses of chapter members.
03/20/2013	• Date ballots due at the UUP Administrative Office in Albany.
03/21/2013	• Date ballots counted.



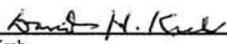
General Returns:

237	• General Returns:
0	• Number of invalid control envelopes and reasons invalid:
0	• Non-eligible voter.
0	• Other.
237	• Number of valid control envelopes.
0	• Number of invalid ballots and reasons invalid:
0	• Not in sealed inner envelope (secrecy compromised).
0	• Secrecy compromised by voter (e.g., ballot envelope or ballot signed, initialed, etc.).
0	• Other.
5	• Number of blank ballots.
232	• Number of valid ballots.

Academic Returns:

157	• Academic Returns:
0	• Number of invalid control envelopes and reasons invalid:
0	• Non-eligible voter.
0	• Other.
157	• Number of valid control envelopes.
2	• Number of invalid ballots and reasons invalid:
1	• Not in sealed inner envelope (secrecy compromised).
0	• Secrecy compromised by voter (e.g., ballot envelope or ballot signed, initialed, etc.).
1	• Other.
1	• Number of blank ballots.
154	• Number of valid ballots.

We certify that this election was conducted in accordance with the UUP election procedure and that this report constitutes the official election report. Ties were resolved by lot. The term of office for each position is from June 1, 2013 through May 31, 2015.


 David H. Kreh
 Chair, Elections and Credentials Committee


 Eileen Landy
 Secretary

Tellers: Michael J. Barclay, Margaret A. Bryan, Christine E. Bulson, Nuala McGann Drescher, Robert R. Fluck Jr., Jeanne L. Galbraith, Carol Gizzi, Paul B. Griffen, Dennis J. Kelleher, Frederick E. Kowal, David H. Kreh, Bruce T. Kube, Carolyn S. Kube, Eileen Landy, Irene Maffettore, Colin G. Massulik, Angela S. Melton, Robin R.I. Nichols Jr., Carl M. Pettengill, Robert W. See, Annette R. Siegel, Paul R. Stasior

Note: No teller worked on his/her Chapter's elections.

Date: March 23, 2013

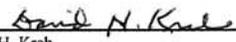
**UNITED UNIVERSITY PROFESSIONS
OFFICIAL 2013 ELECTION REPORT
CORTLAND CHAPTER
(40817)**

Professional Returns:

80	• Professional Returns:
0	• Number of invalid control envelopes and reasons invalid:
0	• Non-eligible voter.
0	• Other.
80	• Number of valid control envelopes.
0	• Number of invalid ballots and reasons invalid:
0	• Not in sealed inner envelope (secrecy compromised).
0	• Secrecy compromised by voter (e.g., ballot envelope or ballot signed, initialed, etc.).
0	• Other.
0	• Number of blank ballots.
80	• Number of valid ballots.

Election results are listed in descending order of votes received. Winners are designated by an "X" except for delegates. Delegates are listed in rank order of votes received; tie votes are listed in rank order as determined by lottery.

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Note: No teller worked on his/her Chapter's elections.

Date: March 23, 2013

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**UNITED UNIVERSITY PROFESSIONS
OFFICIAL 2013 ELECTION REPORT
CORTLAND CHAPTER
(40817)**

PRESIDENT AND DELEGATE

Candidate	Total	Rank
Buxton, William M.	197	X
Botwinick, Howard I.	1	
Skipper, William	1	

VICE PRESIDENT FOR ACADEMICS AND DELEGATE

Candidate	Total	Rank
Harms, Daniel M.	119	X
Steck, Henry J.	1	

VICE PRESIDENT FOR PROFESSIONALS AND DELEGATE

Candidate	Total	Rank
Westbrook, Joseph P.	72	X

SECRETARY

Candidate	Total	Rank
Wiegard, Anne	202	X
Drake, Jennifer L.	1	

TREASURER

Candidate	Total	Rank
McClure, Rickie H.	182	X

OFFICER FOR CONTINGENTS

Candidate	Total	Rank
Pittsley, Jaclyn S.	114	X
Owens, Elizabeth F.	76	

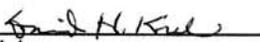
ACADEMIC DELEGATE

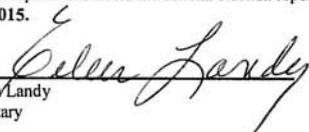
Candidate	Total	Rank
Dangler, Jamie F.	124	01
Ritchie, David G.	97	02
Steck, Henry J.	89	03
Wiegard, Anne	89	04
Kreh, David H.	62	05
Borden, Ross J.	59	06
Kelly-Buxton, Michelle M.	57	07
Pittsley, Jaclyn S.	53	08
Kaltefleiter, Caroline K.	43	09
Owens, Elizabeth F.	42	10
Brush, Florence C.	41	11
Inventasch, Harvey	30	12
Kane, Nancy J.	29	13
Neville, Lisa D.	21	14
Earle, Robert J.	17	15
Lemchak, Christine M.	16	16
Tucker, Jason W.	8	17
Colella, Gabriel T.	8	18

PROFESSIONAL DELEGATE

Candidate	Total	Rank
Dearstynne, Marc C.	55	01
Drake, Jennifer L.	51	02
Driscoll, John R.	45	03
McClure, Rickie H.	42	04
Van Hall, Dawn M.	41	05
Schaffer, D. Jo	27	06
Patrick, Benjamin C.	4	07
Galutz, Dianne M.	1	08
Maffetore, Irene	1	09

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David H. Kreh
Chair, Elections and Credentials Committee


Eileen Landy
Secretary

Date: March 23, 2013

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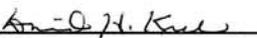
**AT-LARGE ACADEMIC CHAPTER EXECUTIVE
BOARD REPRESENTATIVE**

Candidate	Total	Rank
Kelly-Buxton, Michelle M.	10	01
Kreh, David H.	2	02
Zimmerman, Karen E.	1	03
Pittsley, Jaclyn S.	1	04
Moore, Edward James	1	05
Miller, Wendy E.	1	06
Steck, Henry J.	1	07
Brush, Florence C.	1	08
Wiegard, Anne	1	09
Borden, Ross J.	1	10
Atkins, Bruce	1	11
Spitzer, Robert J.	1	12
Driscoll, John - Ineligible	1	
Schaffer, D. Jo - Ineligible	1	

**AT-LARGE PROFESSIONAL CHAPTER
EXECUTIVE BOARD REPRESENTATIVE**

Candidate	Total	Rank
Galutz, Dianne M.	66	01
Driscoll, John R.	48	02
Schaffer, D. Jo	29	03
Patrick, Benjamin C.	2	04

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David H. Kreh
Chair, Elections and Credentials Committee


Eileen Landy
Secretary

Date: March 23, 2013

Please welcome the newest member of our UUP Cortland Chapter Community



-John Driscoll, President UUP Cortland Chapter



Our new Chapter Assistant, Toni Murray is a lifelong resident of Cortland County and resides in Homer. Toni comes to us with extensive experience in the private and public sector, including several years of service at Cornell University. She is very excited to join the Cortland Chapter Team!

New Office Hours are as follows:

Monday	9:00 AM—1:00 PM
Tuesday	1:00 PM—4:00 PM
Wednesday	9:00 AM—1:00 PM
Thursday	1:00 PM—4:00 PM
Friday	9:00 AM—1:00 PM

While Toni may be out of the office occasionally during these hours to attend to Chapter matters, normally the office will be open during these hours.

Professional Employee's Recognition Luncheon



Joe Westbrook, VP UUP Cortland Chapter

Professional Employees, please join us in fellowship while we recognize our newest permanent appointment and milestone service members. Our program will begin at 11:30 AM, Tuesday, May 21, 2013 in the Corey Function

Room. A buffet lunch will be served.

Please R.S.V.P. to:

UUP@cortland.edu.

We hope to see you there!

UUP/NYSUT Disaster Relief Fund for Hurricane Sandy Victims



UUP estimates that up to as many as a third of our members were affected by Hurricane Sandy, and some of them are dealing with catastrophic losses. As in past natural disasters, UUP has partnered with NYSUT, our state-wide affiliate, to help our members in need. Please go to www.uupinfo.org to learn more about how you can help and how you can get help if you need it.

Individual donations can be made to the NYSUT Disaster Relief Fund via Pay Pal. If you don't have a Pay Pal account, checks made out to "NYSUT Disaster Relief Fund" can be sent to UUP Headquarters, P.O. Box 15143, Albany, NY 12212-5143.

Anyone who wants to apply for financial assistance from NYSUT can obtain an application form by following instructions posted on the UUP home page.

For further information, call UUP Headquarters at 1-800-342-4206.

UUP Needs Member Involvement to Address Teacher Education Changes

Jamie Dangler, UUP Vice-President for Academics

Every UUP member should be concerned about what's happening in teacher education programs at SUNY campuses. Here's why.

The New York State Education Department is imposing changes on teacher preparation programs at an unprecedented pace. Teacher educators are not being adequately consulted and many new mandates have questionable justification in view of professional standards and best practices in education fields.

New directives are being issued by SED without reasonable timelines for implementation. This is causing serious problems in terms of curriculum revision, delivery of programs, and transitioning students to meet new, unanticipated requirements in time to graduate.

We have serious concerns about potential short and long term effects on SUNY's teacher education programs. Concerns include declining student enrollments and the possible shrinkage of our programs, unmanageable workload increases, erosion of faculty direction of curricular matters, and increasing privatization of degree-granting and other public education functions.

UUP takes action

In August UUP established a statewide Teacher Education Task Force to mobilize our members to help bring teacher educators into the dialogue about education reform in New York State. The voices of college-level teacher educators as well as K-12 teachers have been largely dismissed in that dialogue. We must work hard to change this.

The purpose of the Task Force is to bring UUP academics and professionals together to share information and provide input to the UUP leadership for development of the union's official communications, proposals, strategies, and action plans to address teacher education changes. In turn, UUP's statewide leadership can provide information and guidance to help address campus-level teacher education issues.

We need your input and help

Our effectiveness depends on getting UUP members who work at the ground level in SUNY's teacher education programs involved in our efforts. Over the past few months I have been meeting with members from around the state and encouraging chapters to form campus Teacher Education Committees in order to facilitate two-way communication between UUP's chapters and our statewide UUP Task Force. Campus-based Teacher Education Committees can help inform and support the work of chapter representatives to the statewide UUP Task Force.

Task Force work to date

The UUP Task Force has been focusing on a variety of concerns. These include new student teacher performance assessments, declining student teacher placement options, the encroachment of private corporations such as Pearson into public education through high stakes testing instruments and resultant curricular mandates, accreditation issues, masters degree alternatives outside of higher education institutions, and SED's proposed data collection requirements that may provide a "report card" to the public that misrepresents our programs and institutions.

UUP is an affiliate of New York State United Teachers (NYSUT) and our Task Force is part of the NYSUT Teacher/School Leader Preparation Work Group, which is directed by NYSUT Vice-President Maria Neira. The NYSUT Work Group provides opportunities for communication about teacher education issues among members of NYSUT, UUP, and the Professional Staff Congress, which represents faculty and staff at the City University of New York. It also provides us with opportunities for dialogue with officials from the State Education Department, SUNY, and the Board of Regents.

Through our work with the NYSUT Work Group, UUP members gain avenues for input when critical decisions that affect our programs are being made at the state level. For example, on September 13 UUP members joined NYSUT and PSC colleagues in a meeting with New York State's Commissioner of Education, John King. Our work with NYSUT also connects us to colleagues in K-12 schools.

Over the past few months, UUP/NYSUT has participated in state-level SED meetings about proposed institutional data collection requirements and has submitted official comments that raise serious concerns about potential negative impacts on SUNY institutions. NYSUT has presented testimony to the legislature about teacher education issues and pressed SED to change implementation timelines, most recently with regard to a new performance assessment for student teachers. UUP/NYSUT leaders are meeting with SUNY officials and participating in SUNY discussions related to new mandates for teacher education programs and requirements for federal *Race to the Top* funding.

Feel free to contact me if you have questions, comments, or suggestions related to UUP's statewide efforts (jdangler@uupmail.org, 1-800-342-4206). I look forward to expanding our opportunities to work together to address teacher education issues.



Testimony for the Governor's Committee on Education
Submitted by
SUNY Cortland Chapter of United University Professions
Teacher Education Committee
William Buxton

On behalf of SUNY Cortland's UUP chapter, I thank the Chair and the Governor's Committee on Education for the opportunity to present this testimony.

In 1868 the New York State Legislature authorized the formation of the Cortland Normal School with purpose of preparing teachers for the state. SUNY Cortland's roots in teacher education remain strong as approximately half of its degrees awarded are still in teacher certification (20 year College graduation Data Table). We take our responsibilities of teacher preparation seriously, and we take seriously our responsibilities as spokespersons for our graduates who are teaching in districts throughout the state.

During the Fourth of July week last month, the national media focused on the Florida lifeguard who was fired from his position for not following policy. This young man left his lifeguard station unmanned to assist with a rescue in an unguarded section of the beach. Leaving his station unmanned was a violation of his company's policies, and he was summarily dismissed. As this news story unfolded, the public learned that local government had outsourced lifeguard duties on its public beach. The outsourcing was to a large and reputable firm, and, by all accounts, the local government did save money through the outsourcing. This private company was able to offer its services at a discount through a variety of cost saving measures. Those measures included creating a comprehensive and complete set of regulations that its lifeguards must always follow. By creating this comprehensive set of policies and behaviors, the company was able to hire lifeguards with less training and experience, and thus pay them less money. The arrangement worked fine, until a life threatening situation that was not covered by the policies. The lifeguard was fired for valuing a life over a policy.

So what does this have to do with education in New York? In a similar manner, New York has outsourced its education to a host of special interests including Common Core, NCATE, Race to the Top, and the publishing/testing monopoly. In efforts to account for every contingency, these different interests have imposed on New York educators a growing list of regulations, assessments, and standards that seek to govern every action taken in classrooms from kindergarten through college. In the name of accountability teachers have lost the freedom to teach. In the name of standards teachers have lost the ability to address individual differences in their classrooms.

Let me illustrate the situation New York teachers face through a conversation I had last fall with a teacher who was also in our Literacy Master's program at Cortland. The teacher and I talked about a number of aspects of her teaching, including the implementation of the Common Core in her elementary school. In evaluating her experiences, she said there was little difficulty in finding the non-fiction texts required by the common core. In fact, she was already using most of the needed texts in her classroom. She also felt she could teach the grade level standards, though she expressed hesitation about the developmental appropriateness of some of the standards. She explained that her high achieving students had little trouble meeting the common core standards learning standards, and while the common core learning standards presented some challenges for her average achieving students, they would also meet those new standards. However, she expressed concern for her students who were in the low achieving range for the grade. She no longer had the flexibility to find reading materials or make lesson adjustments to meet the needs of these students.

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THE BATTLE FOR BROOKLYN

by Fred Kowal
UUP Cobleskill Chapter President



For the past several months, our UUP colleagues at Downstate Medical Center have found themselves under the gun, with the prospect of the loss of thousands of jobs a real possibility. This is occurring due to financial restructuring brought about by a series of destructively poor decisions by administration at the teaching hospital in Brooklyn. But, the situation points to issues that go far beyond Brooklyn. These issues include the potential for privatization of large pieces of the State University of New York, the loss of a major public health care facility in New York, and the greater question of just how our health care will be provided in the 21st century.

Downstate's financial troubles can be directly attributed to its SUNY-sanctioned 2010 merger with the former Victory Memorial Hospital (now Bay Ridge) and 2011 acquisition of the Long Island College Hospital (LICH). When they were purchased, both hospitals were on the verge of bankruptcy, to the tune of \$260 million in arrears to creditors. Nonetheless, and despite UUP's warnings, SUNY went ahead with the merger in 2011. And during this time, though Downstate was operating in the black, it was in need of financial backing to improve its service delivery. But, the state did not provide any assurances that support for the now financially vulnerable Downstate would be forthcoming.

And now, a new administration at the hospital is crying poverty and a need to restructure Downstate Medical Center. Shifting of jobs to the non-UUP represented (and private) LICH will have drastic impacts on the community, on the teaching hospital, and on UUP. First, Downstate is the only academic medical center in Brooklyn, with more than 1,600 students. Many of these students are students of color and over 80% of the graduates of the medical college remain in New York City to serve the population there. Roughly half a million people live in the University's service area, an area that has high unemployment and poverty rates. And most of the patients from the immediate area are either uninsured or underinsured, meaning of course that Downstate Medical Center is the only place they can go for medical care of any kind. About 85% of the patients admitted are African American and one in ten is elderly. In sum, Downstate Medical Center provides a vital service to its community: a huge, diverse and poor area of New York. Left unanswered in the debate about what to do with Downstate is what will become of these patients.

And the hospital has numerous unique, advanced treatment centers and it also houses the Advanced Biotechnology Park and Biotechnology Incubator. The hospital's Division of Transplantation has performed more than 4,000 life-saving kidney transplants since 1965. This program is one of the largest and more active of its kind in New York. Other services include cardiothoracic surgery, high-risk maternity care, a state-of-the-art neonatal unit, dialysis procedures, free health screenings, ambulatory surgery, and 75 community outreach programs—including the Center for Community Health Promotion and Wellness.

What is also crucial is that Downstate is a teaching hospital. Hundreds of doctors, nurses and other health care professionals are trained at Downstate each year. And one in every three continues her or his practice in Brooklyn, providing crucial health services and generating economic activity in New York. Any down-sizing of the health science center would have a dramatic impact on Brooklyn's economy – and the economy of New York. Homes will be lost, small businesses will shut down and jobs for our youth will disappear. As many as 60 percent of the medical center's 8,000 employees live in Brooklyn; it's the borough's fourth-largest employer. This medical center generates more than \$1.3 billion yearly for the state's economy; every dollar invested in Downstate returns \$12 to the local economy.

As of late September, over 300 of our colleagues have received notices of non-renewal or termination. There is every indication that this is not the end of the process. Aside from the alarming reality of so many of our colleagues losing their jobs is the parallel process of shifting services and jobs to LICH, where few of the employees are represented by UUP. It is a means of downsizing a public entity, shifting work to a private entity, and eliminating our union jobs. This is not solely relevant for UUP members in Brooklyn. It could well be a step that SUNY will pursue elsewhere.

Continued on next page

THE BATTLE FOR BROOKLYN

Continued



Vote Smart

by Anne Wiegard

There are facilities being built in SUNY that are being funded privately, such as through college foundations or dummy corporations linked to those foundations. When these facilities are then used, the employees, who may well be doing UUP work are NOT UUP members. This weakens our union immeasurably. There are protections in our contract against contracting out, but those provisions were put in place before this new model of union-busting was put in place. At Morrisville, there is a brand new Equine Rehabilitation Center that has been totally funded by the college foundation. Much of the work there is being done by non-UUP members. Similarly, the new football stadium at Morrisville was built with foundation monies. There, service work is divided between unionized and non-unionized employees. And, as we all know, there is talk about some sort of informal “merging” of Cobleskill, Delhi and Morrisville through a more aggressive shared services approach. So...this isn’t a challenge that is too far away...

Finally, as we approach Election Day, there is a commitment from former Governor Romney to “eliminate” the Affordable Care Act. Despite his debate claims, his position (when it has been consistent!) is to eliminate that historic improvement in medical services in the US. The legislation will, by 2014, provide health insurance and care to 30 million Americans who would not get it otherwise. His promise to eliminate the program, to shift the health care responsibilities to the states, to have emergency rooms serve as the “health insurance for those who have none” (as he has stated in interviews) would be difficult to do in Brooklyn...if there is no Downstate Medical Center.

To believe that somehow, in the 21st century, a major political party candidate believes that the only way to provide health care to Americans is through the for-profit insurance industry is appalling. Health care should not be a privilege. It should be a right. Under “Obamacare” we are moving in that direction. And institutions like Downstate are a part of that effort. To close a hospital – a teaching hospital, no less – is criminal. To close it for the benefit of a private, for profit institution which can turn away patients who can’t afford to pay...is immoral. Those are the stakes in this fight. We cannot let our colleagues fight it alone. Go to the UUP website (www.uupinfo.org) and check out the ways you can make a difference in this fight. It’s our fight, too! It’s a fight for the future of our union, our university, and – in this election – a fight for the soul of our nation. ■

If you disapprove of American citizens who do not bother to exercise their right to vote in state or national elections, please take the time to reflect on the importance of exercising your right to vote in our UUP elections. The outcome of our union elections may actually have more effect upon your daily lives than the outcome of state or national elections. Do you want to see affordable health insurance, retirement benefits, adequate compensation, the maintenance of a system of permanent and continuing appointment, and fair and decent working conditions maintained for you and the next generation of UUP members? The people you elect to chapter offices will have a lot to do with what happens at the campus and statewide level to affect our work lives.



To remain vital and relevant, our UUP chapter needs a mix of experienced delegates and “new blood.” It’s time to elect some new delegates and bring innovation into our organization. I encourage you to vote for both new faces who you believe will do a good job and for faces of veteran delegates who have served you well. Name recognition is not enough. Please take the time to find out whether a candidate running for reelection has served you well, or even served you at all. Find out whether each candidate is actively and regularly engaged in campus life and work. Please find out whether the candidates you are considering will attend chapter executive board meetings and communicate with constituents on campus on a regular basis.

Please vote for delegates who support solidarity rather than a private political agenda. Please vote for delegates who will work collaboratively with others to develop positions and action plans that reflect the needs of our members.

UUP chapter elections are different from what you might understand as you vote. We have a certain number of delegate seats for people who are allowed to vote in decisions of our Executive Board and whose travel to the three annual delegate assemblies will be paid for from member dues.

Continued on next page

VOTE SMART cont.

The delegate candidates receiving the most votes will win those seats. Delegates who receive fewer votes become Alternate Delegates, whose vote cannot be counted in chapter decisions and who may attend a DA only if the top seated delegates choose not to go, and even then sometimes it's not possible for substitution, for example, if a delegate decides not to go at the last minute when it's too late for an alternate to step into the vacancy. This situation has happened several times during my tenure as a delegate. We have a few "alternate" delegates who have worked much harder for members over the past five years than some of our bona fide delegates. It's a shame that members have not empowered the people who could serve them best.

How can we measure service? Certainly, attendance at board meetings and communication with other board members is important. Is mere attendance enough? No. Talk is cheap. To serve, a delegate must take the time to be informed about all the issues on UUP's agenda and serve (not merely attend the meetings) on UUP statewide committees. Service means going to Albany to speak with legislators, and visiting our local legislators. Planning and conducting our annual picnic, award luncheons or dinners, Union Matters programs, and holiday party demonstrate service, too. Service on campus can be measured by actions delegates take. Has the delegate initiated or even worked on any projects? Does he or she chair a chapter committee or serve as a liaison with a campus committee, produce any reports, write meaningful newsletter articles, work with individual members to address specific problems or potential grievances?

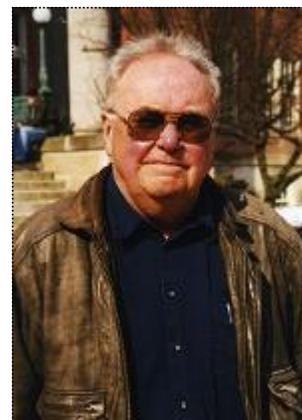
Who deserves your votes? The minutes of our chapter Executive Board meetings are a public record. Read them. Talk to delegates whom you know and trust to find out who has been conducting the real business of our chapter in service to our members. Then vote only for those who deserve your vote. Please. ■

Remembering Frank Burdick

by Karla Alwes, Editor

The SUNY Cortland UUP Chapter lost an admired and active member recently. Frank Burdick, Professor Emeritus, History, began his tenure in the SUNY Cortland history department in 1967, becoming chair of the department as well as Associate Dean of the School of Arts and Sciences. From 1979-1983 he served as president of the Cortland UUP Chapter.

Professor Burdick will be remembered for his teaching as well as for his union involvement. Among his courses, he created and taught, for many years, a course devoted exclusively to the Vietnam War, which became one of the most popular courses on campus. Students enrolled in the class to understand more about an era and a war that they often knew nothing about. Professor Burdick's knowledge of the war and its tactical development that spanned an entire decade, made the class an essential one to students of American history.



Seated behind me at a rain-drenched outdoors graduation ceremony many years ago (before the ceremony became an indoors event), Frank muttered to no one in particular: "a bunch of PhDs who can't figure out how to get out of the rain..." His knowledge and well-known wit will be forever missed by the Cortland community, including his students, the wide circle of friends that he cultivated throughout his life, and those rain-soaked PhDs.

For Mary Margaret

—Karla Alwes, English

Editor's Corner



Mary Margaret McGinnis retired from SUNY Cortland in the fall of 2012, and that has made all the difference to those of us who proudly share the UUP name. If that mellifluously-named woman is unfamiliar to you, that is because we all know her as Boodie.

Boodie McGinnis managed the UUP office under two Chapter Presidents—Larry Ashley and Jamie Dangler—and served as the center of the life of the union. Upon entering the office, a visitor would immediately be offered chocolate or coffee, followed by an endearingly simple request to “Sit, sit.” Upon sitting, talk of the day ensued—talk that most commonly focused on UUP events, which she always handled with the same grace that accompanied the genteel command to sit..

Boodie and I shared the newsletter responsibilities. As editor and proofreader, I watched uselessly as, issue after issue, she electronically turned a pile of our colleagues’ words into the harmonious and beautifully-designed pages of the UUP newsletter, which has received numerous statewide awards, including Best in Class, for most of its years in production.

Photographs, Boodie rightly believes, capture a reader’s interest in a way that words cannot. The unity of UUP members was captured in the pages of photographs that broadcast who we are at the yearly UUP Chapter picnics, at Albany Advocacy Days, at campus events for equity.

A memorable photograph accompanied an article in 2008 that recognized the 50-year anniversary of Robert Rhodes’s tenure as Professor of Irish Studies in the English Department. A photo from 1943 showed Rhodes and two friends who, as Boodie told us in the photo caption, had “run away from home to pick grapefruit in Florida.” My most memorable memory of Boodie’s production skills, and humor, came when SUNY Cortland adopted the much-ballyhooed SUNY Cortland *swoosh*. Boodie discovered no fewer than 20 other businesses, some local, that had already adopted the same *swoosh*, and displayed their *swoosh* logos in the newsletter!

While the *swoosh* may be ubiquitous, people like Boodie are not. The SUNY Cortland UUP Chapter owes to her a large portion of our strength though unity. Bye-Bye Boodie. We wish you an exciting retirement.

UUP’s New “Job Board”

UUP President Phil Smith recently announced a new feature available on the UUP Web site <http://uupinfo.org>. It's called the "UUP Job Board."

The new "Job Board" was developed as a result of negotiations with SUNY and provides immediate electronic postings about position openings across the SUNY system. Previously, SUNY collected postings from the campuses and sent them in hard copy to UUP Headquarters for distribution to the chapters. Many times these paper versions were out-of-date by the time they reached our chapter officers and were of little use to members searching for jobs within SUNY.

Under the new “Job Board” procedure, campuses send electronic postings directly to UUP and the listings are posted on the UUP website as they come in. This allows for a much more timely supply of information to our members.

The new “Job Board” is accessible from the NavBar at the top of the UUP home page under "Links." It's also accessible from the bottom of the page in our Site Map (also under Links, and named "UUP Job Board"). The direct link is <http://www.uuphost.org/sunyjobs/choice.php>

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Similar to the lifeguard in Florida, teachers and teacher educators across the New York are bound by multiple, comprehensive sets of regulations. We--teachers and teacher educators—are finding that these regulations will sometimes keep teachers from helping students who need it the most. This does not turn out to be important. What is most important for teachers and teacher educators is to follow all of the rules and regulations. The underlying message is clear: Teachers and teacher educators cannot be trusted to make instructional decisions on their own; instead they must follow rigid and exhaustive guidelines for everything they do.

We are here today with a simple proposition: educators and teacher educators are no longer able to exercise professional judgment in their professional lives. The inability to exercise judgments and make decisions to the benefit of the students we serve contradicts the essence of any highly qualified profession. As teacher educators in New York, we no longer have the capacity to create curriculum, to set standards, to engage in meaningful assessments, or to adapt teaching to meet the needs of our students. The primary culprit in the de-professionalization of teaching and teacher education is the overregulation of education. Teachers and teacher educators can no longer teach, instead we are conduits for delivering preset curriculums. Our hands are tied by multiple layers of regulations, standards, and assessments whose origins are not based on research or educational theory, but instead are rooted in political and cultural agendas.

Since SUNY Cortland is most directly involved in teacher education, our testimony will focus on that part of the educational enterprise. However, we want to emphasize that while the specific examples we give may differ, our colleagues in K-12 education experience similar intrusions into their classrooms that are equally and more disruptive to their capacities to deliver a strong educational experience to their students.

Causes of de-professionalism in teacher education

De-professionalism is largely a result of **overregulation**. In New York, teacher preparation is regulated by a maze of overlapping agencies, each of which imposes its own multiple standards, assessments, curricular requirements, and data collection. The State Education Department has its own detailed list of regulations and standards. But additionally there are standards to meet from national accrediting agencies, so-called professional organizations, and the federal government, which will soon release its own set of criteria and data on which teacher preparation will be evaluated. The connection of any of these standards and regulations to educational research and theory is tenuous at best. A partial listing of the regulatory agencies includes the following.

- **State Education Department curricular requirements.** Specific course work and content is prescribed in detail in SED regulations for the registration of programs in teacher education. As a result of the detailed and extensive program requirements, students in teacher education across the state have no electives, find it difficult to transfer courses from one institution to another, and have difficulty graduating in four years.

There are also anomalies in required course work. For example, at Cortland students preparing to teach in the sciences take six courses for a total of 17 credit hours in subjects ranging from psychology to literacy instruction to teaching students with disabilities. These courses are all to meet specific SED regulations. As important as all of these courses may be, science students only have time for 3 courses totaling 7 credit hours in teaching science. While there is a clear national and state goal to increase the number of highly qualified science teachers in New York, this goal should not be attained by compromising the quality of teaching the sciences. This example illustrates a problem faced by many of us in teacher preparation. In order to meet the many standards and requirements, we are required to compromise depth of knowledge in any one area to achieve a breadth of knowledge that is too shallow to be of any use to teachers.

- **NCATE.** Accountability from any public institution is necessary and important. We accept that responsibility in teacher preparation. What is not acceptable is the inordinate amount of money that is wasted on accreditation through NCATE. David Steiner stated the problems with NCATE clearly at a meeting with the UUP/NYSUT Task Force on Teacher Preparation on October 25, 2010. At that meeting, Commissioner Steiner described NCATE as, “intellectually insulting, stultifyingly boring, and an endless array of rubrics that have no meaning outside the world of NCATE.” Instead of creating a curriculum that improves teacher education, faculty are consumed with an “endless array of rubrics with no meaning”. Higher education institutions waste an inordinate amount of resources collating data from these meaningless rubrics, which are then given to NCATE as “evidence” of the success of their programs. NCATE perfectly illustrates Albert Einstein’s dictum, “Not everything that counts can be measured, and not everything that can be measured, counts.”

The assumption by NCATE that it has a monopoly on both excellent teaching and excellent teacher preparation through its vaguely written standards and endless rubrics is both arrogant and insulting to teachers and teacher educators. Few things are more demoralizing to those of us in teacher education than having our professional lives usurped by intellectually insulting standards and meaningless work that does not improve the teaching profession.

- **Privatization.** Perhaps the antithesis of education for the public good is embodied by the increasing influence of for profit agencies in education. The public has not been told the role of private interests in creating the Common Core Standards, promoting the Common Core, creating and marketing curriculum materials that embody the Common Core to districts, or in setting standards that are used by NCATE for evaluating teacher preparation programs. Nor has the public been told that the same private interests who created and marketed the common core will be assessing students on the common core. Nonsensically, these assessments –which should be used to evaluate the companies that wrote the standards, the curriculum and the tests --will be used to evaluate teachers, not the publishing companies. Nor is there public disclosure of the amount of public money that the State Education Department is transferring from the public coffers to private interests throughout this enterprise. Tax dollars are increasingly transferred from public coffers to corporate accounts, and these private interests are setting the standards used to evaluate our public education system. There is a real danger of a few companies obtaining monopolistic control of education in this country.

I must return for a minute to the role of private interests in setting standards. The role of the Bill and Melinda Gates Foundation in creating the Common Core is well documented. While the national media has focused attention on the role of billionaires influencing elections, far less of the public spotlight is focused on the role of billionaires in education. There are many examples of the tentacles of private interests in education, but I will bring just one to the attention of this Commission. An often overlooked part of NCATE is the role of the Specialized Professional Organizations, or SPAs, as they are commonly known. While NCATE accredits the entire institution, approval of individual certifications is left to organizations chosen by NCATE as the “Specialized Professional Association”. These organizations are largely unsupervised, and the capacity of these organizations to set standards and evaluate individual programs is patchwork at best. While there are SPAs that can capably represent their areas of expertise and have the capacity to carry out program evaluations, there are no uniform standards for choosing the professional organization or for evaluating the work of the SPA. In this area with little oversight, the standards for at least one of the Specialty Professional Associations (technology) are written by an organization that advertises on its web page, “ISTE strongly believes that corporations are major stakeholders in education. Forging strong relationships with corporations is one of the keys to successfully transforming education.” It is of little surprise that the standards for this SPA focus on purchasing more and more software and hardware from technology companies.

Some of our faculty have attended national NCATE Specialty Program Association (SPA) trainings that have proven not only demoralizing but deeply troubling. One completed sessions for report writers and reviewers in 2010 and took copious notes about NCATE-SPA relations which the workshop presenter described as “dysfunctional” and uncertain. Standards and report expectations were described as a “moving target” and the SPA report review process was exposed as often occurring with last-minute (or even uncompleted) readings of institutional reports by reviewers who sometimes did not understand guidelines. We have our own examples of careless SPA reviews, and it is frustrating that significant institutional (and thus taxpayer) dollars are diverted to the accreditation mandate-monopoly.

Recommendations

What then, are we asking this commission to do? First, we believe it is important that the commission remember the reasons for the foundation of public schooling in the United States. Yes, public education has always had a component dedicated to general and individual economic prosperity. However, there has always been an equal emphasis on educating for a democratic society that requires a population able to evaluate data, arguments, and ideas, on creating a population that will critically examine the statements of competing political agendas, and on creating an educated electorate making informed decisions in the polling booth. In sum, an important role of education in the United States is to help create a population that understands the role of citizenship in a democratic society and, just as importantly, understands the need for public participation in a democratic society.

Continued on next page

With that purpose of education in mind, we ask the Commission to consider the following recommendations:

- **Break the bonds of the standards/testing movement.** The current standards/testing movement has moved us a long way from an educational system that enables a flourishing democratic society. Just as importantly, the United States stands alone in the developed world in relying on a standards/testing agenda to move its educational system forward. We ask the Governor's Commission to step back and look for hard evidence that supports this single-minded focus on testing and standards as the sole path to improving education in this country. Our contention is that you will find a lack of data supporting the current emphasis on standards and testing.
- **Place a moratorium on the mandate for national accreditation of teacher education programs and investigate the current NCATE (soon to be CAEP) monopoly and its constituent Specialty Program Associations.** Solicit input from professionals about their experiences with these organizations.
- **Treat educators as the professionals they are and empower those professionals to make decisions regarding instruction in their own classrooms.** Of all of the contradictory findings regarding educational practice in this country, perhaps the one consistent finding is that the teacher is more important than any canned curriculum or standardized test. Teachers do make a difference, but current policies do not allow teachers to make a positive difference. The best path towards improving education in this country is to allow teachers the freedom to teach. By the same token, allowing the professionals in teacher education to create curriculum and make instructional decisions is the best path to creating a qualified entry level teaching corp. If teachers and teacher educators are freed from the burden of multiple, conflicting, and senseless regulations, there will be an immediate positive impact on educational outcomes in this country that will far exceed the non-existent gains of the standards and testing movement over the past three decades.
- **Teacher preparation must receive adequate resources to attract and prepare a high quality teaching corps.** In 2000, the American Federation of Teachers released *Building a Profession: Strengthening Teacher Preparation and Induction*. In 2010, the National Council for Accreditation of Teacher Education released *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers*. Both of those documents made the point that effective teacher preparation will require additional resources. According to *Transforming Teacher Education...*, "Implementing this agenda is difficult but doable. It will require reallocation of resources and making hard choices about institutional priorities, changing selection criteria, and restructuring staffing patterns in P-12schools. Clinically based programs may cost more per candidate than current programs but will be more cost-effective by yielding educators who enter the field ready to teach..." (p.iv). *Building a Profession* states, "Public funds from national, state, and local sources must be increased to deliver high-quality pre-service training. They must also provide support for additional post-graduation, on-the-job- clinical training through the development of induction programs for novice teachers" (p.41). The same document also notes the existing "...shameful amount of money spent on teacher education compared to other disciplines" (p. 38). The recommendations from both of these sources have never been seriously addressed. We challenge the members of this commission to finally address the issue of adequate resources for teacher preparation.

The challenges facing education are daunting. Those of us in teacher education do not seek to avoid or shirk our responsibilities. At the same time, we are convinced that the best solution to meet the challenges facing education is to end the culture that presents educators as the source of the problem and as unprofessional employees who must be constantly watched and governed. The solution to difficulties in education is best approached by empowering educators and giving them the freedom to employ their own professional judgment to best meet the needs of their students. ■

NYSUT members: *Is danger lurking in your home?*

We've just about made it through a particularly cold winter, and spring is finally upon us. With that means warmer weather and the opportunity to spend more time playing with our pets (both indoors and outdoors).

And while we always hear about the dangers of ticks and fleas that can come from the "Great Outdoors," what about those potential hazards lurking inside of our homes as well?

Check out the following list from VPI Pet Insurance about the most common calls received by the Pet Poison Helpline:



Top 5 Toxins & Poisons – Dogs

1. Chocolate
2. Insect bait stations
3. Mouse & rat poison
4. Fertilizers
5. Sugar-free gums & candies

Top 5 Toxins & Poisons – Cats

1. Lilies
2. Topical flea & tick medicine for dogs
3. Household cleaners
4. Mouse & rat poison
5. Paints & varnishes

So have fun with your four-legged friends this spring, but be mindful of where your pet is roaming both inside and outside of your home.

If you suspect that your pet has ingested anything harmful, seek immediate veterinary advice. **The Pet Poison Helpline is also available for a fee 24/7 at 800-213-6680.**

Remember NYSUT members receive a 5% discount on VPI's base medical plan and up to a 15% discount if multiple pets are enrolled.

For more information, please visit memberbenefits.nysut.org and click on "Discounts & Travel – Members" and then "VPI Pet Insurance" or call toll-free 866-838-3461.

Insurance from A to Z...

While you're considering whether pet insurance is right for your pet, don't forget about the humans in your life as well. If you're looking to protect yourself or your family, make sure to check out the variety of insurance programs endorsed by Member Benefits.

The following programs are currently available: **Term Life & Level Term Life; WrapPlan® II Universal Life; Personal Property/Liability (auto, home, renters, boat, umbrella, etc.); Disability; Vision Plan; and Dental Plan.** Many of these programs are also available to cover spouses/domestic partners of members, dependent children, dependent parents, and grandparents.

Learn more about our endorsed programs by contacting Member Benefits at **800-626-8101** or visiting memberbenefits.nysut.org.

For information about contractual endorsement arrangements with providers of endorsed programs, please contact NYSUT Member Benefits. Agency fee payers to NYSUT are eligible to participate in NYSUT Member Benefits-endorsed programs.

Mar./Apr. '13

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

As is evidenced by the previous list, we still need “reps” for many campus departments and/or buildings, and we would welcome your participation. Contact Membership Officer John Shedd (ext. 2035, john.shedd@cortland.edu) or the Chapter Office (ext. 5991, uup@cortland.edu) to express interest or find out more!

Your new UUP contract is being negotiated. Will you be able to vote on it?



Once a tentative agreement is reached with the state, UUP members must vote to ratify a new contract.

To vote, you must be a “signed up” member of UUP.

Alan G. Hevesi New York State Comptroller		JOHN DOE		Total Gross Total Taxable Gross	
Advice # 12345678		Pay Start Date 02/16/2005	Negotiating Unit IIS	Current 3456.78	1234.56
Advice Date 07/13/2005		Pay End Date 05/23/2005	Retirement System TIAA/CREF	YTD 45,678.90	34,567.89
Department ID 1234				Net Pay 1,234.56	
				Pay Rate 78,910.11	
EARNINGS					
	Hours	Current	YTD		
Regular Pay Salary Employee		3456.78	45,678.90		
Location Pay		56.78	678.90		
TAX DATA					
	Federal	State	NYS	YTD	
Marital Status	M	H			
Allowances	1	5			
Qual. Serv.					
TAXES					
	Current	YTD			
Fed Withholding	3456.78	1234.56			
State Withholding	4567.89	34567.89			
Social Security	3456.78	1234.56			
NY Withholding	4567.89	34567.89			
BEFORE TAX DEDUCTIONS					
	Current	YTD			
Health Before Tax Health	456.78	1234.56			
Supplemental Pre Annuity Plan	678.90	5678.90			
TIAA Retirement Before Tax	56.78	1234.56			
AFTER TAX DEDUCTIONS					
	Current	YTD			
UUP Member DDP		34.56		456.78	

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.

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@cortland.edu)

