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The O'Leary Memo and Academic Workload

Ivan D. Steen

President, UUP Albany Chapter, 1989-2001

Vice-President for Academics, UUP Albany Chapter, 2001-2011

Teaching faculty, especially in the College of Arts and Sciences, often are told that their teaching obligation is governed by the "O'Leary Memo," which states that three courses each semester is the normal teaching load. What is the "O'Leary Memo"? What are its origins? Are we bound by its provisions?

On May 31, 1989, the day before I officially became president of the UUP chapter on the Albany campus, I met with then President Vincent O'Leary at his request. At that meeting, he gave me a copy of what he stated was the university's "Policy on Faculty Teaching, Service, and Research," which was dated May 10, 1989. Among other things, that document indicated that faculty were responsible for teaching three courses each semester. I pointed out to President O'Leary that workload, which includes teaching, was a subject for mandatory negotiation under the terms of the Taylor Law, the law governing NYS public employee collective bargaining. His policy, I told him, was issued unilaterally, and did not result from any negotiations with UUP, the sole bargaining agent for SUNY faculty. The policy, therefore, was not binding on anyone. President O'Leary agreed. He told me that he had been asked by SUNY system administration to provide them with a statement on faculty workload at the Albany campus. After surveying faculty teaching, it appeared to him that most faculty were responsible for three courses each semester, hence the number used in his policy statement. He assured me he had no intention of altering any faculty member's teaching obligation. I made it clear to him that if the policy resulted in an increase in the number of classes taught by anyone, he would be hearing from UUP. Since then, I have made it a practice regularly to remind management that the "O'Leary Memo" was never negotiated, and, therefore, was not binding in any way. Campus administrators have been repeatedly informed of UUP's position.

Lacking a negotiated agreement spelling out any details of academic workload, how are the teaching obligations of faculty determined? The answer is past practice. That is, if someone typically has taught two courses each semester, for example, then requiring that person to teach an additional course would be an increase in workload. The only way management could do that would be if they reduced another part of the professional obligation (*i.e.*: service or research) by an equal amount. Components of the professional obligation may be rearranged, but the total workload may not be increased. Remember, when it comes to your workload, you are bound by your union contract, not by a pronouncement from a university administrator; and your contract does not indicate how many courses you should teach. If you are told that the "O'Leary Memo" requires you to teach one or more additional courses, contact the UUP Chapter Office as soon as possible.

President's Corner

General Member Meeting; Contract Negotiations

Candace Merbler, Chapter President

The end of the calendar year and the fall 2011 semester are leaving many of us feeling a bit uneasy. Negotiations are still unsettled, the possibility of furloughs looms on the horizon, our campus President has announced his intent to return to his previous retirement plans...Again, I return to a theme I have used in the past: "The times they are a changing."

Our General Membership Meeting, held on November 2nd, was well attended, with over 140 members participating. Not only were the attendance numbers at this meeting a record, we also managed yet another record—collecting a total of \$283.00 in raffle ticket sales for the benefit of the Regional Food Bank of Northeastern New York. I would like to extend my personal thanks to all those who supported the raffle so generously and to the chapter leadership who provided the items to be raffled.

UUP Statewide President Phil Smith was present at the meeting and outlined some general thoughts on the negotiations for a new contract. He stressed that the contract needed to be good for ALL members (academic, professional, and contingent employees). Those present agreed to be ready to act in support of the negotiations team and to stand together in solidarity as we move forward through what will undoubtedly be a difficult and protracted process.

Some of you may or may not know that the Management–Confidential employees have adopted the same provisions as those of the PEF contract, including furlough days. It will be interesting to see what proposals are submitted to UUP at the negotiating table.

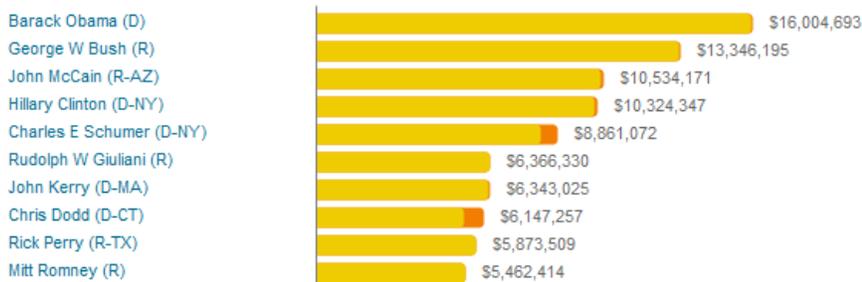
As your Chapter President, I am currently seeing many more vacancy notices being posted on both the academic and professional sides of the fence. In fact, over 18 notices have flown across my desk in recent weeks. We appear to be moving in some new directions and at the same time back filling some of the vacancies that have been around for the past 2 years or so.

If you are part of a search committee for one of these positions, please make sure to let the candidates know about UUP and how we can be of service to them as they begin their employment here at UAlbany.

As we end the calendar year, I want to extend my personal wishes to all of you for a happy, healthy and restful holiday period. Remember that the UUP Albany Chapter stands ready to assist you in any way we can. Happy Holidays!

TOP RECIPIENTS ■ Individuals ■ PAC

includes contributions from the employees of organizations within the industry, their family members, and their political action committees.



Recipients of Finance Industry Campaign Donations

Class War: By the Numbers

48% The portion of the unemployed no longer receiving unemployment benefits.

33% The portion of the 14M unemployed who have been without a job for over a year.

21 Average duration in weeks a person was unemployed in 1983.

41 Current average duration a person is unemployed as of Sept. 2011; representing the longest period since 1948.

-3.2% Drop in median household income between December 2007 and June 2009, i.e., The Recession.

-6.7% Drop between June 2009 and June 2011 in inflation-adjusted, median household income, i.e., The Recovery.

-17% Average decline in wages for those who lost their job and subsequently were hired for new position.

53% Portion of nation's income that went to middle quintiles (21%-80%) in 1970

46.3% Portion of nation's income earned by middle quintiles in 2010.

50.3% Portion of nation's income earned by top 20% as of 2010.

\$20.8M Annual salary of Jamie Dimon, Chairman of JPMorgan Chase in 2010.

\$25B TARP funds paid out to JPMorgan Chase by taxpayers.

\$14M Amount JPMorgan Chase spent on lobbying federal government in 2010.

\$1.2 Trillion Single largest, daily amount secretly lent by the Federal Reserve to troubled banks on Dec. 5, 2008.

\$13B Profit banks earned on secret, discounted Federal Reserve loans, as estimated by Bloomberg Markets magazine.

Letter from the Editor

Humanities in the Cross Hairs?

Martin Manjak, Professional Delegate

Dear Members:

Four years of crippling SUNY budget cuts were partially reversed with the legislature's passing of the NYSUNY2020 bill. Rather than increase public funding, New York will present students and their families with a tuition increase of \$300 per year for the next five years. Members of this year's freshmen class could be paying \$1500 more in tuition if they take 4.5 years to graduate. This is called a "rational" tuition plan.

For the university centers, a proposal originally put forth by UB to grant it more autonomy morphed into a general economic stimulus package, affording the centers an additional hike in the form of a \$75 fee, and a pledge of \$140M in shared funding "conditioned on the approval of [the centers'] NYSUNY applications by the Governor and SUNY Chancellor." This is called a "rational 'plus'" tuition plan. Presumably, each additional tuition increase will make it more rational than the previous one. [N.B. No millionaires were exposed to anything resembling rationality in the formulation of these plans.]

Regardless of the packaging, the additional funding raises the inevitable questions about how it will be spent. The President has stated that there would be no further program reductions next year and the University would be adding 187 faculty over five years "in areas of strength and demand." But who determines what our strengths are, and is "demand" the best measure of academic excellence and worth?

Apparently, foreign languages are not considered an area of strength or demand (despite robust enrollments in French courses this fall term), because the administration has already ruled out using the additional revenue to restore the the lost LLC, Theatre, and Classics programs in the College of Arts and Sciences.

More disturbing news for Humanities studies comes from CUNY where Chancellor Matthew Goldstein and the Board of Trustees are busy ramming a curriculum reorganization plan called "Pathways to Degree Completion" down the unwilling throats of CUNY's 23 campuses and 480,000 students.

This plan will reduce GenEd requirements 40% and force all the colleges to adopt a common "required core" of only 7 credits of English, 4 in math, and 4 in life and physical sciences. The campuses were given 2 weeks to respond to this fundamental re-organization of the CUNY curriculum. In contrast, Harvard took two years to develop its GenEd requirements.

Closer to home, the UAlbany Impact plan, the University's response to Gov. Cuomo's NYSUNY Challenge Grant, identifies six strategic initiatives. Weighing in last at number six is The Liberal Arts & Sciences: "Preparing Students for the Workforce of Tomorrow (sic)" and "strengthening and expanding the University's core liberal education program."

On the face of it, this is encouraging. But there's a catch. According to a draft "Groundrules for Academic Affairs Faculty and Staff Searches," dated Sept. 11, new faculty and instructional lines hired under the aegis of NYSUNY2020 must be supported to a large extent by external funding. This requirement appears to rule out new faculty for departments like Philosophy, History, and English and other core humanities disciplines that have traditionally not attracted external sponsorship.

Since the campus is pinning much of its hopes for program development on winning a share of the funding pie promised in NYSUNY2020, this plan raises serious questions about what this institution will look like in five years. How is strength going to be defined? More importantly, who will be writing the definition: the governor? The chancellor? Faculty and Governance bodies?

What kind of "demand" will drive course offerings? Market place "demand," which is volatile, transient, and subject to manipulation? Or the demand for academic excellence, for a broad, comprehensive understanding of human behavior, culture, and history? These matters require serious discussion and debate, not administrative fiat. We call on the UA Administration to engage local governance, and host open forums to discuss the process and progress related to the University's NYSUNY2020 plans and academic investments.

Academic Vice President's Report Involvement, Democracy, and Learning from Our Recent Past

James Collins

Greetings:

Our first newsletter this semester focused on the recent events at UAlbany, placing them in the context of the political and fiscal climate in New York and the nation, including the attacks against unions and increased economic inequality. Further into the semester, we can now see more clearly some of the challenges that lie ahead, including our statewide contract negotiations (which are likely to be protracted), and the need to develop a more robust response to program deactivations.

As part of a team of chapter officers, I take part in monthly labor-management meetings. These are important, for they are a place where we 'enforce the contract,' defending members collective rights and curbing administrators' desires to act unilaterally. Such meetings, however, are only one tool. They do not replace the need for an involved, informed membership, and the actions such a membership might decide to take. Accordingly, this semester we have held, and are holding, events to learn from each other and devise strategies for the challenges ahead. These events include the following:

- ✦ On October 12th, we held a special meeting of the full UUP Executive Board together with the members of the deactivated programs and departments to more fully identify the methods employed by the administration to effect the program deactivations and articulate how such destructive mismanagement could be opposed in the future.
- ✦ On November 2, we held a Chapter Meeting with the largest attendance on record (some 140 members). There, we heard about contract negotiations, had a lively Q&A period, and discussed how to stay informed and show solidarity in response to attacks against members, programs, and due process.
- ✦ On November 29th, we had a Workshop on Academic Workload in order to address issues of workload increase around the University, while learning what our rights are and how we can enforce them. (Please see

page 1, "The O'Leary Memo and Academic Workload." for additional information on the origin and nature of this document.)

- ✦ On December 5th, we will have a follow up meeting to our meeting of October 12 with members of the deactivated programs, our chapter's Executive Board, and Department Representatives from across the University's campuses, colleges, and schools. We will discuss strategy for how to oppose such actions, including the University Administration's end run around faculty governance bodies.

Recent Lessons: Inquiries made during the labor-management process, meetings with members from the deactivated programs and departments, and discussions amongst ourselves and with UUP members on other SUNY campuses, have taught us that SUNY managers, system-wide and on the individual campuses, have a simple but effective 'playbook.' It is a playbook we have to oppose. In brief, they declare 'financial exigency', create arbitrary distinctions in funding sources; deactivate programs, isolating and threatening faculty, many of whom retire or find positions elsewhere; and throughout the process, ignore existing mechanisms for faculty governance, and avoid formal retrenchment procedures (which are covered by contract language).

The ability to resist and reverse this process will require many strategies, including the following:

- ✦ Helping to strengthen governance bodies, such as the University Senate and College and School Councils, which are supposed to be consulted on any program deactivations and flagrantly were not last year.
- ✦ Learning to 'follow the money': Whether it is the administrative fan-dance of last year, hiding 'all funds' monies while showing only 'operating funds;' the dubious distinction between regular university budgets and NYSUNY2020 monies this year; or the ongoing cloudy status of reserve funds, whether of individual units or SUNY-wide, we need to make more transparent the budgetary processes that are used to justify cuts to some programs and increased resources for others.

See [Involvement](#), page 5.

Cost of War; Cost of College: An Examination of Economic Priorities

With Visiting Stony Brook Prof.
Michael Zweig

A UUP Peace and Justice Committee and
Sociology Dept. Co-Sponsored Event

Lee Bickmore, Prof. Dept. of Anthropology

Were you aware that the amount of New York federal tax dollars that are used to fund one year of war in Iraq and Afghanistan is nearly twice the amount of the state's total deficit? Were these federal tax dollars paid by New Yorkers directed instead toward education, the state could pay the salaries of 190,346 new, elementary teachers.

These facts, among many others, were presented by Dr. Michael Zweig at a talk given at the University at Albany on October 24th of this year. The talk, organized by the local UUP Peace and Justice committee, was sponsored by both the union as well as the Department of Sociology.

Dr. Zweig, a professor of economics and the director of the Center for the Study of Working Class Life, at SUNY Stony Brook, addressed a roomful of faculty, students and staff on "Afghanistan, Militarized Foreign Policy, and the Cost of Going to College." The program began with the showing of the film "Why Are We in Afghanistan?", which Dr. Zweig wrote, directed and produced. While the attacks on September 11th were the initial catalyst for sending troops there, the film examines the domestic pressures and geo-strategic interests that have kept us there for nearly a decade, and compares these wars with U.S. interventions into other foreign countries.

A lively discussion ensued and questions and opinions from multiple perspectives were voiced. One important theme was the connection between war funding on the one hand, and government-funded social and educational programs on the other. Dr. Zweig advanced the notion that even in financially difficult times, it is disingenuous to declare that the money simply isn't there to invest in education. It's there, rather the

major portion is being funneled into militaristic ventures, of which a growing number of citizens are becoming increasingly weary.

After the formal program ended, Dr. Zweig remained to talk with all those who approached him and the conversations continued from the conference room to the food court. Everyone in attendance was extremely pleased with the event and looks forward to future such events organized by the Peace and Justice committee of our local UUP chapter.

Related links: <http://uslaboragainstwar.org/>

Involvement

From page 4

- ▲ Standing with the vulnerable: Whether our colleagues and fellow members on term contracts, or those of us with continuing appointment, we must learn to act in concert when individuals and particular groups are targeted for firings and terminations. At a minimum, this will require enforcing contractual due process, criticizing and exposing dubious fiscal rationales, and supporting the processes of governance that are charged with protecting the integrity of the wider university. In brief, we are a better, stronger union if we become involved, listen to, and communicate with each other.

With that in mind, I, my fellow officers, and the editors of this newsletter encourage you to communicate with us through this publication, to question your department representative and inform her or him of your concerns, and to join with us in union activities— whether workshops, chapter-wide meetings, lobbying days, or demonstrations— to insure that our voices are heard.

Contributions, Letters

Members are encouraged to submit articles and letters for publication. All submissions must be in electronic format and can be sent to uupforum@gmail.com.

Attempted Changes at IRB Threaten Faculty Autonomy

Ron Friedman, Academic Delegate

Scholars in several academic disciplines within the social sciences and biomedical fields often depend on the use of human subjects to conduct their research. According to federal and university policy, before research with human subjects can begin, the proposed project must receive approval from an appointed Institutional Review Board (IRB), which is charged with ensuring that the dignity and welfare of research subjects will be protected.

At the beginning of this semester, I was preparing the paperwork to have a new study of mine on attitudes towards illegal immigrants reviewed by the IRB. While completing the standard protocol for new submissions, I came upon a new section that had never before been included at UAlbany, nor at any of the five institutions at which I have conducted research. Here, new verbiage appeared describing how department chairs, deans, and center directors are responsible for “ensuring that the personnel, fiscal, and space demands of [research] projects are in the best interests of their school, department, or center and the University as a whole.” The form then required a signature by one of the aforementioned administrators, affirming that the proposed “science is meritorious and deserving of conduct with humans.”

At first, I merely found this new requirement frustrating, inasmuch as I was on a tight deadline to get my research approved in time to collect data this semester—awaiting the signature of my chair or dean would cause an additional delay. However, I then thought about this new requirement more deeply. First, I wondered to myself, “What place does this new requirement have on an IRB form?” The IRB is tasked with evaluating potential research so as to protect subjects’ rights and well-being, not to evaluate whether the work is scientifically meritorious in a given field or to ensure that it suits the University’s fiscal priorities. More disturbingly, what if a chair or dean were opposed to a faculty member’s research on ideological or personal grounds? This new IRB requirement would give a

single administrator the power to stop research programs cold without any clear route to appeal. Whatever the intentions of this new requirement, it had created a clear and serious threat to academic freedom and faculty autonomy.

I brought my concerns to the Office of Regulatory Research Compliance (ORRC), which administers the IRB, as well as to the faculty chair of the IRB itself. Upon investigation, I learned that the ORRC had unilaterally implemented this change to foster administrative oversight of research, but had done so without so much as informing the IRB chair or any of the faculty committees responsible for guiding research policy. After extensive discussions, including the IRB chair, myself, and both ORRC and University administrators, the ORRC agreed to heavily revise their new signature requirement. IRB submissions will still require the signature of an administrator, yet merely to signify that he or she is “aware of [the researcher’s] proposal.”

Although I am pleased with this reversal of a policy which may have undermined academic freedom and facilitated discrimination, I remain wary. One of the hallmarks of a positive working environment for faculty is the ability to conduct their work with relative autonomy and without excessive administrative micromanagement. Faculty members are already accountable for the research they do. They go through multiple reviews for tenure and promotion, they file annual reports on research activities, and are subjected to periodic departmental assessments. This effort to add another layer of bureaucratic control, by inappropriately grafting it on to a mechanism for the ethical review of research proposals, had no clear benefit despite its potential costs.

What lesson can be taken from this experience? At a time when the administration is shifting priorities, making “strategic” decisions regarding hiring, and generally restructuring the University, it is important to be aware of policy changes that affect the conditions and quality of the teaching and research we do at this institution. In particular, we need to be vigilant regarding threats to the core principles of academic freedom, and collectively challenge attempts to limit and control how faculty exercise their professional judgment in choosing what to study and how to study it.

Know Your Rights: What Type of Appointment Do You Have?

When you were hired at the University, you should have received an appointment letter. This letter spells out the kind of appointment you have. What many people do not know is that the type of appointment you have can impact your job security. Whether you are an academic or a professional, each type of appointment carries with it certain rights that are outlined in the State University of New York Policies of the Board of Trustees (BOT), Article XI—Appointment of Employees.

A **Temporary** Appointment gives little job security, as you can be terminated at any time without notice.

A **Term** Appointment can be renewed before it expires for terms of generally not more than three years. (Five-year term appointments are granted for professional titles listed in Appendix A of the Policies of the BOT.)

On this campus, most term appointments are for one-year terms. The important thing to remember is that having a term appointment is no guarantee that you will be appointed to a new term. You can be "non-renewed" or let go. There are different notice requirements if you are not renewed depending on how long you have worked at the University and whether you are employed full time or part time.

If you are a part-time employee with a Term Appointment, you must receive a notice of non-renewal 45 calendar days before your appointment expiration date. Part-time employees who have served six consecutive semesters must be given a term appointment.

If you are a full-time employee with a Term Appointment and receive a notice of non-renewal, you must be notified in writing three months before the end of your first year of uninterrupted service; six months prior to the end of a term expiring after the completion of your first year (but not longer than two years of uninterrupted service); and 12 months prior to the expiration of a term, after two or more years of uninterrupted service.

Academic employees granted Continuing Appointment cannot be non-renewed. This is similar to permanent appointment for professional employees, and is referred to as tenure. If

Continuing or Permanent Appointment is granted, it will generally occur after seven consecutive years of full-time service.

Temporary Appointments are given for specific reasons, as outlined in the policies. If you don't believe you fit into one of these categories, contact your union office. We can find out why you were appointed as temporary, and, in some cases, have it changed to a term appointment.

If you have a term appointment and receive a notice of non-renewal, contact your chapter office to make sure that your contractual rights have not been violated and that you have been given appropriate notice. Check all of your documents. It is very easy when signing many documents and forms to overlook "Temporary" Appointment when it should say "Term" Appointment.

*Source: United University Professions Guide for Professionals/Academics at SUNY.

Work Related Complaints Jump 50% Over Previous Year

The period from August to November of this year, compared with the same period in 2010, witnessed more than a 50% increase in employee work-related complaints at the University at Albany. Additionally, there was a 30% jump in intake interviews and more than five times the number of grievances filed.

Communication 101

UUP members from across the state attended a workshop on "Communicating Through Chapter Newsletters and Websites," one of more than five held at a UUP Chapter Presidents and Leaders' Workshop in Cooperstown on October 21-22. The event drew more than a 100 UUP activists and officers from SUNY units, including seven from the Albany chapter. Attendees at the newsletter workshop discussed and practiced the basics of print and web journalism in order to use such tools to build more informed, engaged, and united memberships on individual campuses.

A Modest Proposal

Satire: A poem or prose composition, in which prevailing vices or follies are held up to ridicule.

The Forum received the following letter from our good friend, Lemuel Gulliver. Though we disagree with it in every possible way, we print it here for your consideration.

Dear Friends:

I read with great delight the NYSUNY2020 plan and the related UAlbany Impact Plan (http://www.suny.edu/Board_of_Trustees/webcast/docs/2020-UAlbanyPlan.pdf). First let me say I am thrilled to see that public Universities are finally being recognized for what they are: money-making machines.

No one, I believe, in today's current political climate could think otherwise. I applaud, then, the decision to make faculty pay their own salaries through external funding. After all, what is the point of a public university if it cannot be purchased by private companies?

I am also very happy to see the University hire hundreds of new faculty without replacing any from the tired old disciplines of French, Italian, Russian, Theater and Classics. What could the foundations of Western Culture possibly have to say about the exciting moral and material challenges of the 21st century? If those faculty really wanted to save their jobs, they should have found outside sources to pay for them!

I feel, however, there has been a grave oversight in all of this planning, for there is one University constituency that continues to be a drain on our resources. I mean, of course, the students.

Now it may be objected that students pay the majority of the cost of running the university – indeed more than half of the operating budget now comes from tuition. But let's be honest: the vast majority of that tuition comes from their parents and other relations, and it is undeniable that students are the single biggest cost center in higher education. They're the ones who take the classes, use the labs, wear out the furniture, violate copyright law, fill up the parking lots, etc., etc..

Furthermore, most of the so-called "work" they do in the classroom is entirely unproductive.

Just try monetizing that essay on Shakespeare's critique of colonialism in *The Tempest*!

No, I think the time has come to ask students to pay their fair share, to finally grow up and become productive members of society. Even prisoners contribute to the GNP. Why can't we expect the same from our future data-entry and office workers?

My proposal is a simple one: as part of the admissions process, each student should henceforth include a detailed financial plan demonstrating how their enrollment will positively impact the University's operating budget. Students will thus become fully vested partners in the University enterprise, simultaneously helping it meet its revenue projections while learning valuable entrepreneurial skills, all of which will have the added benefit of preserving, if not improving, the administrator-to-faculty ratio.

The individual revenue generating tasks will, of course, be left up to the students' discretion, but it is quite easy to imagine students staffing call centers, sewing designer clothing, assembling soccer balls, and gluing gift bags; all while listening to lectures on inspiring topics such as "Solving Multi-site Enterprise Storage Management Challenges!"

After all, to survive in today's dynamic, knowledge-based, "the-world-is-flat-lined" global economy, students will need to be able to multitask, performing a range of routine tasks while passively absorbing propaganda and promotional messages. Preparing students for the workforce of tomorrow must begin today! If I may propose a slogan for all of us: The Future, my fellow Lilliputians, is Now!

With the greatest respect, I remain your most obedient servant and friend,

Lemuel Gulliver, Deceased

"Democracy has many advantages over a monarchy. If I meet someone in a democracy who behaves like a complete moron, that is, like a donkey, I can call him a donkey. In a monarchy, I would have to call him Excellency."

-Otto Von Hapsburg, on Democracy

Disabling Language, or Choosing Your Words Wisely

Carol H. Jewell

Chair, UA's UUP Disability Rights and Concerns Committee

"Wheelchair-bound." "Confined to a wheelchair." Many people who use wheelchairs do not feel confined by them. Rather, their wheelchairs give them the freedom to move around, to go places and do things, just like everyone else. Also, being "bound" to one's chair implies that they live 24/7 in their wheelchairs, whereas that is simply not true. Further, historically, the word "bound" recalls the chains of slavery, which is another reason to avoid using it.

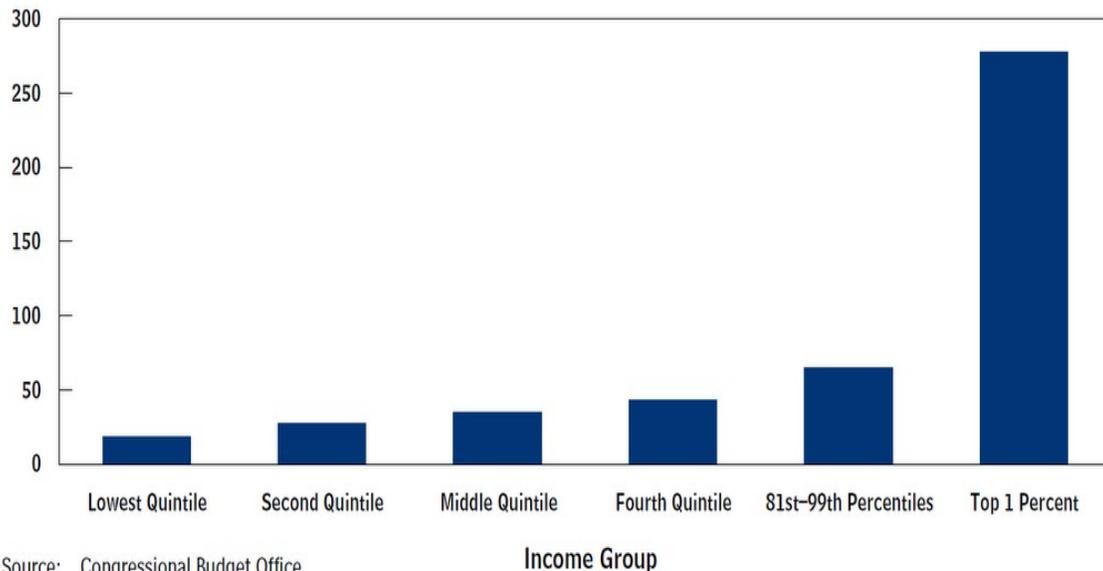
"Victim of polio?" No, please say "person who had polio." They may continue to live with polio's effects, but they no longer have the disease, nor are they victims.

"Retard." There is a campaign to end the use of this word, which you can read about at <http://www.r-word.org/> It pains me to tell you that I have heard *some UUP members* use this term to refer to people with whom they disagree. It pains me not just because it is the wrong term to use, but because my sister-in-law is developmentally delayed. You never know whom you might be hurting with your words. There are many, many more examples of words *not* to use when talking or writing about people with disabilities; you can find examples of these at the websites indicated, below.

But there *are* things you can do to maintain the dignity of people with disabilities. Don't focus on the disability unless that is the main point of your talk or article. Focus on the *person*. Use *person-first* language: a person with a hearing impairment, a wheelchair user, etc. For more information on this important issue, see <http://www.ndrn.org/en/media/press-kit/265-reporting-and-writing-about-disabilities.html> and <http://www.ndrn.org/en/media/disability-etiquette/435-words-matter.html>

Growth in Real After-Tax Income from 1979 to 2007

(Percent)



Source: Congressional Budget Office.

Note: For information on income definitions, the ranking of households, the allocation of taxes, and the construction of inequality indexes, see "Notes and Definitions" at the beginning of this study.

The following resolution was introduced by the Albany Chapter UUP delegation at the UUP State-wide fall Delegates' Assembly. The resolution was endorsed by 3 UUP state-wide committees: Affirmative Action, Women, and Solidarity.

Resolution to UUP to Educate Members about Management Strategies Circumventing Job Security and Tenure

Whereas recent events at UAlbany are at the forefront of a national/international assault on tenure, academic freedom, and job security;

Whereas management is mounting attacks against job security which threaten tenure, academic freedom and quality education of students;

Whereas management tactics are evolving and require novel responses and may require changes in UUP traditional strategies;

Whereas to be proactive in defending themselves against these attacks UUP members need to share information across campuses at all levels;

Be it resolved that UUP create a mechanism which promotes awareness of specific actions which threaten job security by sharing information from members across campuses at all levels.

Contract Talks Continue

November 28, 2011

Negotiations with New York state in an effort to reach agreement on a new contract are scheduled to resume late this week. The next negotiating sessions are scheduled for Dec. 1-2. More than a dozen meetings have been conducted with the state so far.

The latest, updated information on negotiations is posted on UUP's website (www.uupinfo.org). Click on the link under "Latest Info" on the home page. Periodic updates and other information will also be distributed via chapter websites, newsletters, fliers and meetings.

Are you keeping your family's best interests in mind?

The importance of having a will cannot be overstated – this crucial legal document protects your family during their time of grief and ensures that your wishes are honored. Drafting a will can help provide peace of mind for you today and prevent unnecessary stress for your family in the future. It also allows you to name a legal guardian if you have children under the age of 18. In addition, a will ensures that your estate will be distributed according to your desires.

A power-packed legal punch

The NYSUT Member Benefits Trust-endorsed Legal Service Plan – provided by Feldman, Kramer & Monaco, P.C. – provides access to legal advice and assistance that is crucial when looking to create or update a will.

Each year, the plan provides for one simple will or update at no charge. A simple will provides for the proceeds of one's estate to be distributed to a specifically named beneficiary(ies), with an alternate distribution plan in the event that the primary beneficiary predeceases the writer of the will. With a simple will, proceeds are distributed outright with no conditions attached.

In addition to the simple will, you will receive a durable power of attorney, living will and health care proxy – all important documents to have in place before the need for them arises.



Discounted rates

NYSUT members can purchase the Legal Service Plan at the special cost of \$85 per year or \$55 per year for retirees; an Elder Law Rider and/or Business Protection Rider are available for an additional fee. Members eligible for payroll or pension deduction can take advantage of further savings.

Do you have other legal issues that you need assistance with, such as dealing with a speeding ticket or selling your home? The plan offers NYSUT members legal assistance for a variety of personal legal matters.

You will have access to unlimited, toll-free legal advice from plan attorneys; these attorneys will make phone calls and write third-party correspondence at no charge to resolve personal legal situations on your behalf before they become major problems. In

addition, when you enroll in this plan, you will receive two coupons for free, hour-long consultations with a plan attorney.

How to get started

You can enroll in the voluntary plan online by visiting memberbenefits.nysut.org or printing a descriptive brochure and enrollment form. Feel free to also contact NYSUT Member Benefits at **800-626-8101** with any questions about the plan.

Please note: if you belong to a local association that provides a group legal service plan through the local or its benefit fund, remember to take advantage of the plan's benefits.

The Legal Service Plan provided through Feldman, Kramer & Monaco, P.C. is a NYSUT Member Benefits Trust (Member Benefits)-endorsed program. Member Benefits has an endorsement arrangement of 33.33% of annual participation fees received for this program. All such payments to Member Benefits are used solely to defray the costs of administering its various programs and, where appropriate, to enhance them. Member Benefits acts as your advocate; please contact Member Benefits at 800-626-8101 if you experience a problem with any endorsed program. Agency fee payers to NYSUT are eligible to participate in NYSUT Member Benefits-endorsed programs.

**MEMBER
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Nov./Dec. '11

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