

President's Note

Gary Owens, President
Brockport Chapter UUP

Winding Down

As your president, all I can say is WOW as we wind down to the end of this fall semester. What a whirl wind of activities. We have had the implementation of a new contract, which has included what has been inaccurate and unjustly labeled as the Chancellors' Power of SUNY Performance Incentive Award. But enough said about that. We have also had the Discretionary Salary Award of which I am glad to report will be distributed across the board this year, so to all Merry Christmas! Then there is the Salary Reduction Program or better known as furlough days and I hope the extra day for your Thanksgiving holiday was enjoyable, even though it has cost us all. In addition, there has been the distribution of the Service Awards for full time and part time employees for those of you that qualify for them.

We have experienced an intensive search to replace our Provost/Vice President of Academic Affairs, which I expect will culminate in a selection very soon. There still remains the establishment of those who are On Call/Re-Call. We are working to assist to identify those of you who may be impacted by this. In addition, we are also glad to report the re-establishment of both the Faculty Development Program and the Dresser Awards. Information on each of these programs can be found on the UUP or Human Resources website. Finally, as we wind down, it is my hope that each of you will enjoy a Peaceful and Restful shut down as well as a Wonderful Holiday Season and a Happy and Safe New Year.



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Pay Attention

Gary Owens, President

Below you will find an article that is a re-print from our last edition of the Beacon. As I made my rounds, I found that a number of our leaders, administrators and supervisors had not read this article. So there lies one of the sources of our issues that make for many problems, "We don't pay attention to our people." So please take the time to read this.

One of the most important things I was told over and over by my mother was to pay attention to everyone and everything around you. As a husband, a father, a supervisor, an educator, and as your UUP President, this has proven to be a very valuable practice.

While paying attention, I have noticed a number of trends developing over the past few years on our campus. One of these observations is that people on our campus are working harder and harder, and the expectation that they will work harder and harder seems to have continued to increase. Now there is nothing wrong with hard work, but the concept of "more with less," is not acceptable and an overbearing workload is a danger to the ultimate success of any organization. There is a reasonable, or what is considered to be, a level or workload that when you go over that level or beyond that level, and especially when you push or force people past that level, there is generally a very negative result for both the individual and the organization.

This can happen with an academic department, in the student service sector, with a faculty member, a professional, clerical staff or any other individual that makes up our college workforce. I've witnessed this development from several angles. First, there is the employee who has not acquired tenure. A faculty or professional who feels pressed to do more, whether of their own accord or by an aggressive supervisor (intentional or not) who feels the same pressure to get more done. It may also be the result of personal anguish or drive that results from setting goals that are not attainable in the time period established. Also, when individuals are forced, as a result of monetary or other constraints/hindrances, they continue to press on and press others beyond a reasonable level of effort. All of these scenarios or occurrences ultimately lead to unacceptable consequences.

Now I submit this observation simply as information for each and every one of you to stop and take notice. Are you someone who fits any of these descriptions or one of many other variations? Then I must say please, just stop for a moment and PAY ATTENTION. Now I know as I have heard and said myself, "we have a job to do," but we need to pay very close attention to how we are approaching this job or shall I say task, goal, objective, problem, etc. Those of you who are supervisors, like myself, we must especially pay attention. We are held responsible for the goals, tasks, objectives, etc. but how we approach them and the workload of each of our reports is our responsibility and the level of morale in the workplace should be included, even if it means saying to others stop and pay attention. So, as the UUP President, I can say it for each of you, faculty, professional, administrators and supervisors (Vice Presidents, Provost, and even the President) no matter what your role, please, "Pay Attention."

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President.....Gary Owens
VP Academics.....Herbert Fink
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VP REOC (Academics).....Vacant
VP REOC (Professionals).....Lisa Gerst
Treasurer.....Danny Too

UUP Field Representative
Patrick Domaratz, NYSUT
30 North Union Street, Suite 302
Rochester, NY 14607
(585) 454-5550

The UUP Office is located in B4G Cooper Hall.
Phone: (585) 395-2208
Fax: (585) 395-2138

2014 Winter Delegate Assembly

February 2-3, 2014

Albany Hilton Hotel
40 Lodge St.
Albany, NY 12207

Delegates & Committee Members, please RSVP to
the UUP Office no later than
Wednesday, January 8

THE BEACON

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“Bullying in the Workplace”

– A Seminar Recap

By: Shannon R. Sauro, VP of Membership

On October 29, 2013 UUP offered a training seminar regarding Bullying in the Workplace: What is it and how to deal with it. One common myth is that bullying only happens in high school. As we have seen in the media, bullying is beginning to be recognized as occurring in many other facets of life including the workplace. Another myth is that there are certain personal characteristics of those who are subjected to bullying. However, bullying does not discriminate and can happen to any person.

All information represented below was provided by Pat Domaratz, NYSUT Labor Relations Specialist for UUP during his presentation on October 29, 2013.

Bullying is defined as the repeated mistreatment of one employee who is targeted by one or more employees with a malicious mix of humiliation, intimidation and sabotage of performance including: being ridiculed in the presence of others, being lied about to others, inducing feelings of being on guard, not being able to focus on work tasks, out-of-control anxiety, being left “out of the loop” and being repeatedly criticized without just cause.

Mobbing is considered collective bullying. When the same behaviors of a lone bully are performed by several toward a single target, it is considered Mobbing.

Workplace violence is the physical assault or acts of aggressive behavior occurring where a public employee performs any work-related duty in the course of their employment.

Bullying is based on an individual’s or group of individuals attempts to hide their own inadequacies by persuading or forcing others to target undeserving and usually unsuspecting victims. The goal in bullying is to blame, discredit or humiliate the victim until the victim resigns or is unjustly terminated.

How can you tell if there is a possibility of bullying taking place? Review the checklist below:

- ✓ Is there unwarranted or unfair criticism?
- ✓ Are employees being sworn at?
- ✓ Is one employee being treated differently than their co-workers?
- ✓ Has a person been excluded or isolated from the workplace or social situations?
- ✓ Is someone being shouted at or humiliated?
- ✓ Has someone been targeted in a practical joke?
- ✓ Are work assignments being excessively monitored?
- ✓ Has someone been blamed without clear factual justification?

How to address workplace bullying:

- ✓ Address the problem, don’t suffer in silence
 - Report the issue to your supervisor, UUP, Human Resources and University Police (only if there is an imminent threat) and if needed, contact EAP
- ✓ If it is safe, tell the perpetrator to stop
- ✓ Document all incidents
- ✓ Document all efforts to remedy the problem
- ✓ Identify witnesses-get written statements if possible
- ✓ Pursue separation from the other party
- ✓ File a workplace violence complaint

How to cope with bullying behaviors:

- ✓ Refuse to be a victim
- ✓ Do not isolate yourself
- ✓ Seek support from friends and family
- ✓ Keep a sense of perspective and humor
- ✓ Focus on outside pursuits that provide pleasure
- ✓ Talk to EAP
- ✓ Contact UUP

The College at Brockport has a comprehensive policy that any employee can review at <http://www.brockport.edu/hr/procedures/documents/Workplace%20Violence%20Prevention%20Policy%202011.pdf>.

EAP resources are: Gary Metz 585-395-5117 or gmetz@brockport.edu

Patti Follansbee 585-395-5483 or pfollans@brockport.edu

Barbara Tschiderer 585-327-4032 or tschider@brockport.edu

NYS Balance 1-800-320-4760 or www.worklife.state.ny.us/

A Warm Good Bye

By: Gary Owens, President

I want to take this opportunity as President of UUP to say goodbye to Ms. Adrienne Collier, Affirmative Action Officer and Assistant Director of Human Resources another of Brockport’s finest, as she makes a career change to provide her wonderful services to another institution of higher education. Adrienne has serviced in the role of Affirmative Action Officer and Assistant Director of Human Resources. She had also served as Interim Director of Human Resources. In each of these positions she has served with integrity and much wisdom. In an enormous, challenging position particularly when you serve in a position that is MC (at the pleasure of) it can be, yes challenging and very difficult. So because of the work she has done and the manner of honesty, truth and caring in which she has done it, we in UUP take this opportunity to thank her and hope that she is prosperous and successful in all that she does.

The Professional Issues Committee is Looking for You

By: Sharon Belle Render, VP for Professionals

As the Vice-President of Professionals it is my goal to ensure that each and every one of you is aware of the support and voice you have on campus. That being said, if you don't use your voice you will never find your support. I strongly encourage all Professionals to get involved with the Professional Issues Committee. This Committee serves as a support system for those who need encouragement, answers, and solutions in the time of struggle while also providing for others in their time of concern. The Professional Issues Committee is looking for more representatives--I strongly encourage all Professionals to get involved. If your department does not have a representative and you are interested in serving on this committee please contact me. Please note, all are welcome to attend a meeting at any time, you do not need to be a representative from your department. The more members we have INVOLVED on campus, the louder our voice will be heard. Don't wait until something is wrong—act now!

The following are the dates for the Professional Issues Committee Spring Semester meetings.

February 13 April 9

March 12 May 16

Meetings are at NOON in Seymour, Room 222.

In Solidarity,
Sharon

UUP Individual Development Grant

The UUP has announced that Individual Development Grants for full- and part-time faculty and staff represented by the UUP are now available for professional development activities occurring between July 2, 2013, and July 1, 2014. The campus has been awarded \$27,437 to be allocated by an internal Campus Review Committee. A minimum of 15 percent of the funds are designated for part-time UUP members.

Funds can be requested for these activities: research; curriculum or instructional material development; workshop, seminar or conference participation or attendance; preparation of material for publication; artistic or creative endeavors.

Types of support include registration fees for conferences or workshops; travel expenses related to professional development; research support; supplies.

Funding up to \$1,000 can be requested, but since it is such a competitive program, an average award is often much smaller.

Applications are due by Friday, February 21, 2014, for activities occurring between July 2, 2013, and July 1, 2014.

For more information contact: Colleen Donaldson, Grants Development Director, cdonalds@brockport.edu

Attitude Determines Outcome

ESI December 2013 Newsletter

The first aerodynamic concept that student pilots learn is that an airplane's *attitude* determines its trajectory. A positive (nose-up) attitude results in a climb. A negative (nose-down) attitude will cause a descent.

Interestingly, the same concept applies to the workplace – one's *attitude* ultimately determines whether one's career path soars or plummets. There are six negative workplace attitudes that will trigger a nosedive and possibly a crash landing. These flight hazards should be avoided.

Entitlement: A major risk of being a long term employee is the temptation to lord it over co-workers and look down on them. Instead of using tenure and experience to help others, a person with an entitlement attitude feels "special" and unapproachable – and has noticeably few friends.

Hostility: For a variety of reasons, some employees settle into a pattern of chronic anger that is telegraphed to everyone in their proximity. A hostile attitude may stem from disagreements with management or from friction with other employees; but the result is predictable – a hostile attitude eventually invites hostility and negativity from others.

Disrespect: An attitude of disrespect toward coworkers can manifest itself in many ways – all of them very ugly. Harassment, bullying and ridicule are not only inappropriate – they also are prohibited in the workplace by state and federal laws!

Superiority: Individuals who project an attitude of superiority often do so at the expense of others. Racism, sexism, ageism and bias against those of other nationalities, religions or cultures are corrosive in any workplace and often originate from a habit of looking down on others who are "different."

Insensitivity: When one lacks empathy, the result is often a callousness that shows up in various forms in the workplace, including gossiping about co-workers; sabotaging their reputations and talking behind others' backs. But remember that gossip and slander require a receptive audience - so even if you are not the source, you are also demonstrating insensitivity by providing a listening ear.

Pettiness: Most of us have learned not to sweat the small stuff; but for some, any perceived slight necessitates severe retaliation. For example, Mary frequently sat with Sarah during their lunch break. But on one occasion, Mary opted to sit with Tina. Sarah reacted with anger and now refuses to speak to Mary. The stress caused by Sarah's negative attitude has needlessly permeated the entire department. The good news is that each of these negative attitudes has a positive corollary. Entitlement can be replaced by helpfulness; hostility by kindness; disrespect by concern; superiority by self-effacing humility; insensitivity by thoughtfulness and pettiness by generosity and understanding.

As "pilot in command" of our attitudes, we bear sole responsibility for smooth flying at work.

Reflections on Brockport's Priorities

James M. Haynes, Professor of Environmental Science & Biology

Last month many of us received a letter from Professor Christine Murray about the challenges our next Provost will face and the importance of the hiring decision that will be made soon. Among the many excellent points in her letter I was struck by one: at Brockport "...over the past five years the academic administration at the associate deans' level and above has doubled, from 10 to 20 positions," presumably because of the expansion from three to six schools.

These ten new positions potentially represent \$0.5-1 million of compensation annually depending on how many of the full-time faculty members who assumed these administrative positions have been replaced in the classroom with new full-time faculty members. Another \$0.25-0.5 million may be required annually to provide support staff for the new administrative positions, again depending on how many new support staff members have been hired. In any case, the ten new senior administrative positions at Brockport have removed a number of senior teaching faculty members from our students' classrooms.

Recently academic departments were asked to reduce S&E expenditures by 15% (~\$300 thousand) and adjunct instruction expenses by 10% (~\$150-200 thousand) annually. Because S&E and adjunct instruction directly support Brockport's stated primary goal of "student success," is there a conflict between our words and actions at this difficult time fiscally? Further data may help answer this question.

It is clear from Table 1 below that Brockport's trend toward more administrators per faculty member began before the recent reorganization of Schools. From 2001 to 2011 (the last year for which data is available), executive, administrative and managerial positions at the College rose 100% while faculty and professional staff positions rose 17.7% and 18.2%, respectively, and non-professional staff positions fell 10.7%. As a result the ratio of full-time tenured or tenure-track faculty members to executive, administrative and managerial positions at Brockport fell 41.1 % from 2001 to 2011.

Table 1 Full-time employment by category at Brockport (source: SUNY Administration).

In recent years the rate of growth of senior administrative positions relative to faculty and staff positions at Brockport from 2001 to 2011 has followed a national trend. The quotes on the national situation that follow come from Ginsberg (2011).

"Since 1980, inflation-adjusted tuition at public universities has tripled; at private universities it has more than doubled. Compared to all other goods and services in the American economy, including medical care, only 'cigarettes and other tobacco products' have seen prices rise faster than the cost of going to college."

"Between 1975 and 2005...the faculty-to-student ratio has remained fairly constant, at approximately fifteen or sixteen students per instructor.... In 1975, colleges employed one administrator for every eighty-four students and one professional staffer—admissions officers, information technology specialists, and the like—for every fifty students. By 2005, the administrator-to-student ratio had dropped to one administrator for every sixty-eight students while the ratio of professional staffers had dropped to one for every twenty-one students."

Category	2011	2005	2001	Change (01-11)
A. Tenure/TT Faculty	299	267	254	+17.7%
B. Exec/Admin/Manage	56	50	28	+100.0%
C. Other Professionals	247	234	209	+18.2%
D. Other Staff	293	318	328	-10.7%
A:B Ratio	5.3:1	5.3:1	9.0:1	-41.1%

"Forty years ago, America's colleges employed more professors than administrators. Today, administrators and staffers safely outnumber full-time faculty members....Over the past four decades... the number of full-time professors...increased slightly more than 50 percent... comparable to the growth in

student enrollments during the same time period....the number of administrators and administrative staffers...increased by...85 percent and 240 percent, respectively."

"...between 1947 and 1995 (the last year for which the relevant data was published), administrative costs increased from...9 percent to...15 percent of college and university budgets....During this same time period, stated in constant dollars, overall university spending increased 148 percent. Instructional spending increased only 128 percent.... Administrative spending...increased by...235 percent."

Reflections on Brockport's Priorities, Cont'd.

According to Ginsberg (2011), "Three main explanations are often adduced for the sharp growth in the number of university administrators over the past thirty years."

"**One** is that there have been new sorts of demands for administrative services that require more managers per student or faculty member than was true in the past. Universities today have an elaborate IT infrastructure, enhanced student services, a more extensive fund-raising and lobbying apparatus, and so on, than was common thirty years ago. Of course, it might also be said that during this same time period, whole new fields of teaching and research opened in such areas as computer science, genetics, chemical biology, and physics. Other new research and teaching fields opened because of ongoing changes in the world economy and international order. And yet, faculty growth between 1975 and 2005 simply kept pace with growth in enrollments and substantially lagged behind administrative and staff growth. When push came to shove, colleges chose to invest in management rather than in teaching and research."

"A **second** common explanation given for the expansion of administration in recent years is the growing need to respond to mandates and record-keeping demands from federal and state governments as well as numerous licensure and accreditation bodies. It is certainly true that large numbers of administrators spend a good deal of time preparing reports and collecting data for these and other agencies. But as burdensome as this paperwork blizzard might be, it is not clear that it explains the growth in administrative personnel that we have observed. Often, affirmative action reporting is cited as the most time consuming of the various governmental mandates. As the economist Barbara Bergmann has pointed out, however, across the nation only a handful of administrators and staffers are employed in this endeavor."

"More generally, we would expect that if administrative growth were mainly a response to external mandates, growth should be greater at state schools, which are more exposed to government obligations, than at private institutions, which are freer to manage their own affairs in their own way. Yet, when we examine the data, precisely the opposite seems to be the case. Between 1975 and 2005 the number of administrators and managers employed by public institutions increased by 66 percent. During the same time period, the number of administrators employed by private colleges and universities grew by 135 percent....These numbers seem inconsistent with the idea that external mandates have been the forces driving administrative growth at America's institutions of higher education."

"A **third** explanation has to do with the conduct of the faculty. Many faculty members, it is often said, regard administrative activities as obnoxious chores and are content to allow these to be undertaken by others. While there is some truth to this, it is certainly not the whole story. Often enough, I have observed that professors who are willing to perform administrative tasks lose interest when they find that the committees, councils, and assemblies through which the faculty nominally acts have lost much if not all their power to administrators."

"If growth-driven demand, governmental mandates, and faculty preferences are not sufficient explanations for administrative expansion, an alternative explanation might be found in the nature of university bureaucracies themselves. In particular, administrative growth may be seen primarily as a result of efforts by administrators to aggrandize their own roles in academic life. Students of bureaucracy have frequently observed that administrators have a strong incentive to maximize the power and prestige of whatever office they hold by working to increase its staff and budget. To justify such increases, they often seek to capture functions currently performed by others or invent new functions for themselves that might or might not further the organization's main mission."

So, is there a conflict between Brockport's words and actions in this difficult fiscal climate? The answer is obvious to me. Accordingly I think it is critically important that we ask this question of the four Provost candidates coming to campus in the next few weeks and ask how they would approach rectifying the situation. Our ability to fully support student success in the future depends on facing our current reality and changing our current ways of doing business.

Reference (and a very interesting read)

Ginsberg, Benjamin. 2011. Administrators Ate My Tuition. Washington Monthly (Sept.-Oct.)

http://washingtonmonthly.com/magazine/septemberoctober_2011/features/administrators_at_my_tuition031641.php

Patching the Leaks in the Ship

By: Gary Owens, President

Over the past five years, I as a professional, but by definition an educator or faculty have learned probably more than I would have expected to about the roles, expectations, concerns and governance within the academic division. This learning experience and my many involvements, exchanges, explorations and interventions, have prompted me to simply share my thoughts. Okay, now just hold on before you stop reading or say to yourselves, "What does he know?" Or, "Who does he think he is?" Well, just hear me out and see if there is any value.

I won't beat around the bush. Yes, we have new faculty member orientation when the new faculty members arrive, but based on observation and feedback after whatever information or training occurs it is at least minimum, limited and sometimes inconsistent or inaccurate, depending on where the information is coming from. There is clearly an indication that stronger and more thorough training is needed. There is a need for better orientation in the area of service and governance as well as among other areas related to being a member of the Brockport community and the department in which they reside. In addition, there is a need for consistency and fairness in how we treat our junior faculty when it comes to service. We estimate that during the first two years, there is approximately a two year learning curve about the governance areas of the College. Then, there is the element of teaching as it specifically relates to our college, then, there is the element of research. It is also clear that we must strengthen, improve or develop a consistent, viable, and functional campus-wide mentoring program for each of our junior faculty, that is real, campus-wide and is maintained.

Finally, as tedious and sometimes even contentious the revision process of the departmental APT document has been, if we are honest with ourselves, we must admit it was much needed. After the experience of this past year involving the number of tenure denials our College has had, as well as the number of issues several of our junior faculty have faced, this revision on to the APT documents was necessary in order to develop, as much as possible, a clearer outline of the process and the expectations involving tenure and promotion. We, the College, as well as the academic departments, ought to be expected to appoint/hire people who as clearly as possible, should be able to acquire tenure. Ideally, no junior faculty should reach their fifth or sixth year and not ultimately be approved for tenure, unless there are most unusual circumstances. If it occurs, it says that not only has the junior faculty member failed, but that we have also failed the individual.

I hope these simple observations along with the understanding that we are all in this thing together and that we should work to make our College a prosperous and attentive place to bring about the success of each student that we work with. I believe a formula such as this can lead us to a height of success as a college we all desire.

War on Public Employees

By: Robert Creamer

The following is excerpts from Robert Creamer's article "War on Public Employees."

See the link at the bottom to read the full article.

The right wing is doing its best to convince ordinary voters that the only way to make our economy grow and create "real jobs" is to cut public sector spending and allow big corporations and Wall Street to control a bigger and bigger portion of the country's wealth.

Unfortunately, even the most basic understanding of economic history -- or a shred of common sense -- make clear that this is categorically untrue. Historically, spending by government has been a critical engine for long-term economic growth. America's investment in universal public education has provided the indisputable foundation for our economic expansion.

Every economic and political decision we make should be viewed through the lens of whether it reduces or increases that economic inequality. When it comes to public employee pensions and wages, the corporate elite tries to convince ordinary people that the choice is between "lavish" benefits to public employees or education for our kids. They play upon the resentment that most ordinary people feel that their incomes have been stagnant for three decades to pit them against middle class public employees.

We have to attract the best and the brightest to staff our government. That requires that the teachers, firefighters, police officers, maintenance people, researchers, clerks, constituent service workers, programmers, air traffic controllers, managers, construction workers, corrections officers, policy analysts, and everyone else who works for our governments must be respected, well compensated, and have the right to collectively bargain over the wages and working conditions.

It's time for us all to stand up against the war on public sector employees.

http://www.huffingtonpost.com/robert-creamers/progressive-must-stand-up_b_4411638.html?utm_hp_ref=email_share

A financial safety net for NYSUT members & their families

Long-term care insurance pays for services that aren't covered by Medicare or traditional health insurance but are important when you can't fully take care of yourself.

You may think it's unnecessary since you have no plans of ending up in a nursing home or requiring assistance for basic daily activities. The fact remains, though, that none of us can predict what's going to happen in the future.

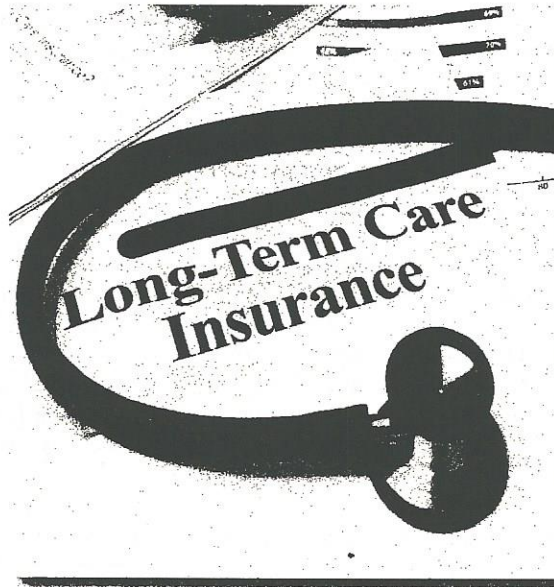
This is where long-term care insurance comes into play — helping to pay the high cost of custodial care and other long-term care expenses that a long-term illness or injury can bring.

That's why the NYSUT Member Benefits Trust is excited to be back in the long-term care business with the endorsement of New York Long-Term Care Brokers.

With this endorsed program, NYSUT members and their eligible family members have the opportunity to receive a 5% to 10% discount on various plans.

With regional representatives throughout New York state and beyond, eligible individuals have access to long-term care insurance plans from multiple highly-rated insurance companies — including the New York State Partnership for Long-Term Care.

And with Americans living longer than ever today, the need for a financial safety net has never been greater. Through this endorsed program, eligible individuals can get a long-term care insurance plan designed with their specific needs in mind.



And don't automatically discount the cost of this type of insurance as it may be far more affordable than you may think.

If you or a loved one has been previously declined for long-term care insurance, you may still be insurable with a different company.

NYLTCB represents numerous long-term care insurance companies — all with different medical underwriting guidelines. Make sure to ask your long-term care insurance specialist for more details.

We encourage you to look into the cost of a long-term care plan tailored to your specific needs.

For more information about this endorsed offering, please contact NYLTCB toll-free at 888-884-0077. You can also contact Member Benefits with any questions at 800-626-8101 or visit memberbenefits.nysut.org.



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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.