



The Bullhorn

The Official Newsletter of
The SUNY New Paltz Chapter of the UUP



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UUP Chapter Election Results

Official election results are in and officers and delegates for the New Paltz UUP chapter have been determined. Glenn McNitt, running unopposed, will continue as chapter president. Peter Brown and Richard Kelder, also running unopposed, will continue in their role as Vice Presidents for Academics and Professionals respectively. Linda Smith was elected to be the Chapter secretary, a position formerly held by Phyllis Sturm who declined to run for another term. Alan Dunefsky, running unopposed for Treasurer, will replace Jeff Miller in that position. Larry Fialkow will continue in his role as grievance chair and Yvonne Aspengren, running unopposed, will replace Victor deMunck as the Part Time Concerns Representative.

The New Paltz Chapter also elected a number of delegates to represent the campus at the state

level. Based upon our chapter size and make up, New Paltz gets to send eleven voting delegates to state assemblies, with our delegation being composed of eight academics and three professionals. The chapter president (currently an academic) and the vice presidents for academics and professionals are automatically delegates. The remaining delegate positions go to those who received the largest number of votes. For academics, the remaining positions went to Susan Lehrer, Yvonne Aspengren, Joel Lefkowitz, Maryann Fallek, Beth Wilson and Jeff Crane. The additional professional delegate positions will be filled by Donna Goodman and Alan Dunefsky. Those who received fewer votes can represent the New Paltz chapter at state functions in the event that the others are unable to attend.

For official election results see Page 4

Budgets Aren't Boring They Just Seem That Way

By Glenn McNitt, Chapter President

I think that I heard a collective sign of relief from UUP members when the New York State Budget was passed April 1, 2007, and it was not because everyone was pleased with the outcome. Frankly, everyone simply wanted the talk of the budget to end. Most find the issue boring and confusing. The numbers are huge, outside of our ability to comprehend, and they seem to shift from one day to

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photo by Susan Lehrer

New Paltz representatives at the statewide UUP Delegate Assembly in Albany April 20-21. From left, Professional Delegate Donna Goodman, Vice President for Professionals Richard Kelder, Chapter President Glenn McNitt and Academic Delegate Maryann Fallek. Story on page 2.

New Paltz Active at UUP Delegate Assembly

By Susan Lehrer, Delegate

The New Paltz delegation participated actively in several statewide efforts conducted at the UUP Spring Delegate Assembly held April 20-21 in Albany. The Assembly brings together UUP members from all over the state to coordinate efforts, develop policies, elect leaders and to generally set the direction of the union as a whole.

At the Spring DA a meeting held by the Part-Time Concerns Committee considered ways to draw attention to the concerns of contingent faculty (i.e. faculty off tenure-track positions) and part time faculty. The UUP is now engaged in contract negotiations, so there are a number of proposals from the UUP leadership and the negotiating team to keep the pressure on and take part-timers' concerns seriously.

Statewide UUP officials were also elected at the Delegate Assembly. New Paltz chapter president Glenn McNitt was re-elected to the UUP statewide

Board, the representative body that works directly with the executive leadership of the union. New Paltz chapter delegate Maryann Fallek made a rousing nominating speech from the floor for Wes Kennison, the only part-timer on the statewide Executive Board. Her hand shook, but her voice was firm and her efforts proved successful.

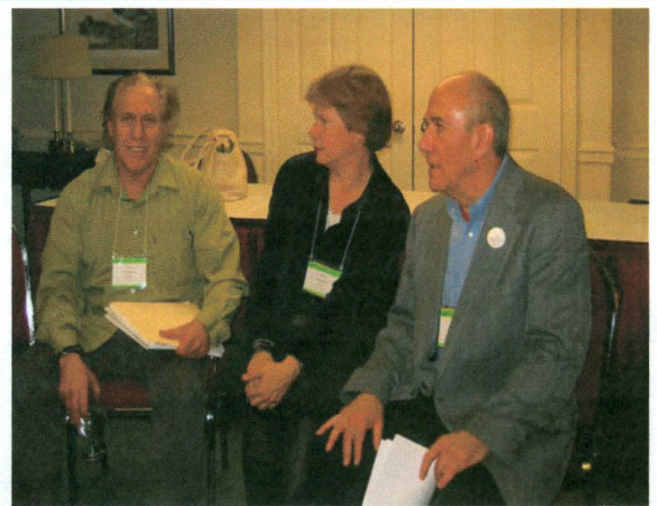
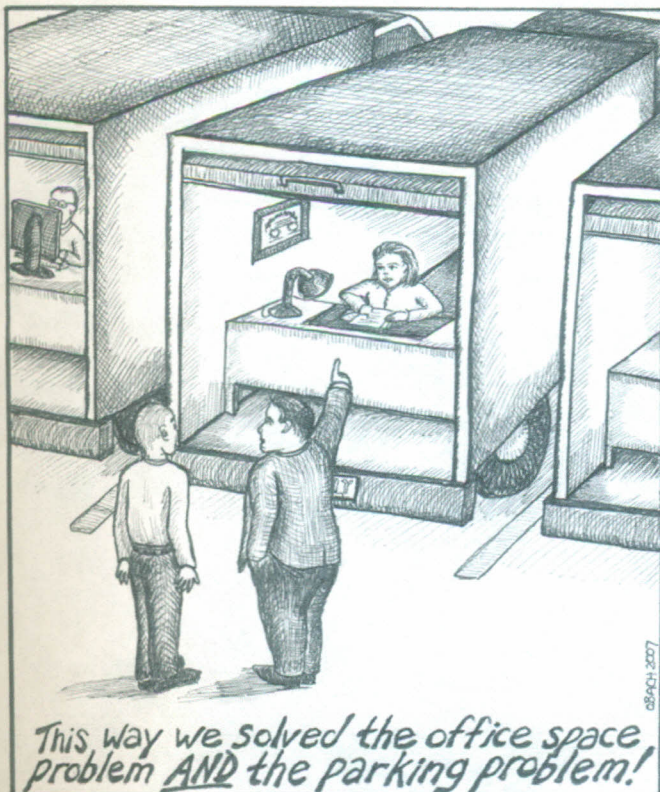


Photo by Susan Lehrer

New Paltz Delegates attend meeting of the Part Time Concerns Committee at the UUP Delegate Assembly. From Left: Victor DeMunck, Yvonne Aspengren and Peter Brown.



The Solidarity Committee, of which I am a member, presented several resolutions which were unanimously approved by the assembled delegates. We supported the "Killer Coke" campaign, to get the Coca-Cola corporation to stop supporting violence and human rights abuses in their plants in Columbia, India, El Salvador and other places, and urged that Coca-Cola products not be served at our campuses and meetings. The Solidarity Committee also condemned the recent Supreme Court decision, which replaces the judgment of women and medical professionals with a politically motivated anti-abortion agenda, thereby jeopardizing women's lives and health. We urged members to speak out against this decision to our elected officials and others.

Wanted: Your Two Cents on No Child Left Behind

By Maryann Fallek, Delegate

The No Child Left Behind (NCLB) law is highly controversial for a variety of reasons. We invite you to share your opinions about this federal law. Below we provide some basic information (necessarily simplified) about the NCLB law, encourage you to learn more and to give your 2 cents in the next edition of the Bullhorn (fall 2007)...Submit your comments electronically to our Chapter Assistant, Mary Thompson (thompson@newpaltz.edu). Any questions please telephone Mary at 257 2770.

Why is there so much talk about the 2002 No Child Left Behind (NCLB) federal law these days?

There are a large number of federal legislators, across party-lines, who are interested in taking advantage of renewing the federal NCLB law this fall. This is primarily because they want some changes. Some want to reduce the role of the federal government; others want to expand the role of the federal government. Others simply want to change the federal government's role and responsibility regarding public education. If reauthorization is not completed this year, as many predict, it is expected to become a major issue in the 2008 presidential election.

Didn't the initial law receive bipartisan support in 2002?

Yes, in 2002, the law received support from elected leaders--both Republicans and Democrats. If anything, despite this law being President Bush's signature education law, Republicans were the most reluctant to give their support. Their primary concern was and continues to focus on the enlarging role and responsibility of the federal government in public education. They see public education as the rightful and legal responsibility of the state government and local school districts. These representatives generally want to give states more flexibility than what the current law provides. Regardless, most representatives support the basic principles in the law; they simply want changes. However, those changes and their details are extremely controversial.

Generally, what is the purpose of the current NCLB law? What are the basic principles that have received general support?

The fundamental purpose of NCLB is to improve teaching and learning in public school. As the name indicates, the law attempts to insure that every child learns...specifically, the primary goal of the current law is that every child, in grades 3-8 is proficient in math and reading by the 2013-4 school year.

Nearly everyone wants to improve public education. People are especially concerned about the achievement gap. Nearly everyone believes that a basic education should be provided every child, regardless of socio-economic status, race, ethnicity, location or circumstance. For example, this law reflects the belief that all children can learn to read by grade 3. And finally, nearly everyone supports some degree of accountability for schools and teachers.

How does the law propose to make this happen?

The law requires states to develop standards (what all students need to know and be able to do) and aligned tests. New York State developed standards in 1994. Once the state develops standards, the NCLB requires schools to administer these state tests annually to students to determine the degree to which those standards have been met. In other words, states establish their own annual achievement targets that must be met by the students in each school.

How is proficiency determined?

States define proficiency. This means that proficiency is defined differently throughout the country. Student group scores on these annual state tests determine whether schools are making "adequate yearly progress" which indicates sufficient progress (benchmarks) toward having all students proficient in reading and math by the school year 2013-14.

One significant aspect of this mandated standardized testing is that students are placed in subgroups such as race, ethnicity, economically

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Official New Paltz Chapter Election Results

* Denotes declared candidates listed on the ballot. All others are write-in candidates who were not necessarily running for office.

President		Secretary		Academic Delegate	
*Glenn McNitt	178	*Linda Smith	163	*Susan Lehrer	116
Brian Obach	5	*Jeffrey Crane	35	*Yvonne Aspengren	102
Richard Bodenschatz	1			*Joel Lefkowitz	100
Peter D. G. Brown	1	Treasurer		*Maryann Fallek	99
Maryann Fallek	1	*Alan Dunefsky	193	*Beth Wilson	97
Donna Goodman	1			*Jeffrey Crane	93
Douglas Short	1	Grievance Chair		*Victor DeMunck	92
		*Lawrence Fialkow	184	*John Hain	91
VP for Academics				*Susan Puretz	83
*Peter D. G. Brown	130	Part Time Concerns Rep		A,J. Williams Meyers	7
Lawrence Fialkow	4	*Yvonne Aspengren	178	Brian Obach	3
Joel Lefkowitz	2	Maryann Fallek	2	Douglas Maynard	1
Glenn Geher	1			Hamid Azari-Rad	1
Jeffrey Miller	1	Professional Delegate			
		*Donna Goodman	46		
VP for Professionals		*Alan Dunefsky	46		
*Richard Kelder	49	*Richard Kelder	39		
Alan Dunefsky	1	*Linda Smith	30		
Douglas Short	1				

Congratulations should go to the winners and to everyone who participated in the democratic process. Special thanks should go to those officers who served with excellence in the previous term including Jeff Miller, Phyllis Sturm and Victor deMunck.

disadvantaged, limited English language capacity, and disability. This means that student groups such as African-Americans, Latinos, special education students, English language learners, and low-income students must make collective annual progress, as measured by standardized test scores, toward proficiency. Only a small percentage (1%) of severely disabled students is exempt from meeting the proficient standard.

A school's "adequate yearly progress" is not based solely on the achievement level of its total student population but also on the annual proficiency level of various sub-groups. If one of these sub-groups fails to raise proficiency levels, the entire school is considered to have not made adequate yearly progress.

The public must be informed annually about the

status of the schools and districts in the form of detailed report cards. This information is released to the local media.

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The opinions expressed in the *Bullhorn* are those of the authors and do not necessarily represent the opinion of the United University Professions.

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What happens if a school does not make adequate yearly progress?

If a school does not make "adequate yearly progress," such a school, with participation by representatives from various stakeholders (including parents), must develop a school improvement plan. The school receives assistance in the form of additional funds; also the school must divert some existing resources to improving "adequate yearly progress." Schools must demonstrate improvement.

If the school does not make "adequate yearly progress" as a school "in need of improvement," it must give parents the option of sending their children to another public school in or out of the district, at the expense of the home district.

If the school continues failing to make "adequate yearly progress," additional services must be provided to the students. These interventions may come from the private-for-profit sector. Ultimately, if progress does not occur, schools must restructure (remove/reassign staff, implement new curriculum, appoint outside experts, lengthen the school day or year...). Schools that do not improve risk being taken over by the state or closed.

What can the federal government do if a state does not comply with NCLB law?

The federal government can withhold federal education funding. The federal government provides approximately 10% of public school funding, with most of this money designated for students with special needs.

What does the NCLB requirement that all teachers be "highly qualified" mean?

This NCLB requirement generally means that teachers meet their state's certification and licensing requirements. These state requirements generally include an undergraduate degree and demonstration of knowledge in both subject matter and pedagogy on state tests. Parents must be informed if their children have a less than "highly qualified" teacher.

These are some of the basics about NCLB. Obviously, there are many controversial aspects of the federal law. Find out more and let us know what you think.

Budget

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the next. The word "budget" itself suggests that there is not enough money to satisfy the needs or desires of all agencies, interests and individuals. Many are glad when officials say they have reached an agreement even though most don't understand the outcome even then.

While some see budgets as confusing and boring, I see them as affirmations and promises that give us clarity and hope about how things will proceed for a given period of time. Budgets are for a year or so, usually not much more than two or three at their longest, but normally just a year. Budget makers come back a year later and do it again, and that becomes a continuing saga of declaring goals, choosing means to reach those goals, and attaching resources to them. If the budget is "transparent," the new term for open and above board, all of us can see our goals, means for reaching them, and the effort we will spend to attain them. Budgets are promises written in numbers, and I like that. Budgets are not boring to me.

The practice of making budgets in New York is intricate and complicated, but there are some broad-stroke actions that make the process comprehensible and, for a while, predictable. Let's look at the process by which SUNY's budget has been made for the last 12 years. The principals (SUNY, the Governor, and the Legislature) have a pretty good idea of what the budget for SUNY should be, that is, what SUNY should realistically expect to receive from the state. SUNY raises revenues by other means, mostly through tuition, but whether additional tuition funds are included in this process varies by year. If SUNY generally and its separate campuses "know that tuition will be stable," then the additional money needed to operate the campus must come from the state. Tuition dollars and state contributions are the only two sources for operating funds for the University. (New buildings and renovations are funded by a separate budget process in NYS, the capital budget, which will be ignored in this description.)

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The budget process begins in earnest when the Governor proposes a spending plan (i.e., a budget proposal). The Legislature responds to that proposal by amending it or approving it. Upon receiving the Legislature's response (approved by both the Senate and Assembly), the Governor may accept the modifications made by the Legislature or veto each one found to be objectionable. Finally, both houses of the Legislature must agree to over-ride any of these vetoes. At the end of this process, which involves literally months of back and forth between the Governor and the Legislature, a budget is finally in place... almost. A Supplementary Budget may be created after the original budget is approved to add additional funds for programs and activities that the Governor and the Legislature discovered to be underfunded or omitted.

For the last 12 years, the above description of budgeting stages was accurate, with one significant omission. The Governor's original spending plan in this description presumes that the proposed budget was meant to fund state agencies adequately, because it is also assumed that the Governor believes that existing state agencies are performing "good work" and advancing the public interest. SUNY, by the way, is a state agency. So, what happens if the Governor decides that an agency like SUNY is "overfunded", that SUNY should be cut, that tuition should be increased, that SUNY hospitals should be privatized, or that access to the university should be reduced? All of this has happened in the last few years. And when it did, revenues for SUNY in the Governor's proposed spending plan were woefully insufficient. When this happens, the UUP goes into action to advocate that the Legislature replace funds cut by the Governor, and to add a little more to advance the institution. In each case the UUP started not on a level playing field, but in a hole, and we climbed out of that hole and added a little new turf on top each year. In the last two years, we actually built a mound of additions, far above the funding proposed by the Governor, by convincing the Legislature to lead the Governor, not follow him. In fact, the UUP convinced the Legislature to substantially increase funds to SUNY, and when the Governor vetoed these increases, the Legislature overrode the vetoes. In budget terms, the Executive Budget was replaced by the Legislative Budget, much to the benefit of SUNY.

As you know, we have a new Governor in New York State, and the whole budget process has changed. First, and this is a big first, this Governor provided a very reasonable budget for SUNY, a modest increase (not a cut) of slightly more than 3% in operating funds (3.8% for New Paltz) and acceptance on base of the Legislature's increases in faculty lines, programmatic support, and "energy costs" from last year. While it was not the budget of our dreams, we could live with it if we must. Second, as before, we appealed to the Legislature to add more funds: for new full-time faculty, to support high need programs, to re-institute an Office of Diversity, and to provide more EOP and EOC funds among other things. The Legislature, with the Governor agreeing, added about \$25 million in operating funds, including a few more full time faculty lines, energy cost increases, and enrollment increase programs.

Where are we in the "new budget" process? We have dipped our toes in the water. We certainly are not in the disastrous circumstances we faced over the last decade, at least not now. The budget request submitted by SUNY this year was reasonable, but slightly less than what the university needs. UUP will continue to advocate in Albany and in legislators' districts for enhancements (that means, more money) for SUNY. The calendar of events will not change, however. The Governor will submit his Executive Budget proposal in early January, and the Legislature will consider, evaluate, and respond to that proposal for the next two months. Come April 1, the budget is due and we will begin our work again.

We can relax for now; but we have the same process facing us next year, and perhaps a supplemental budget later in 2007. UUP's success in amending the budget results from our members' willingness to help shape the outcome through advocacy. Our efforts traveling to local and capitol offices, writing and e-mailing relevant officials and faxing the Governor have worked well for the University. It is difficult to imagine how success in amending the budget could occur otherwise.

Are budgets boring? I don't think so. Not only is it inherently interesting and intriguing, it can be done while working with others, for good purposes, and with different people. Looks like fun to me.