

The Bullhorn

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

December 2011



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The Future of Higher Education by Peter D.G. Brown, Chapter President



Much has been written in the last few years about the future of higher education in America, and it is generally not a pretty picture. The October/November issue of *The Bullhorn* included a review by our chapter’s Vice President for Academics, Jeff Miller (Political Science), of Benjamin Ginsburg’s *The Fall of the Faculty*, and there are at least another half-dozen books listed at the end of this article discussing why our universities appear to be failing.

Concurrent and Intertwined Crises

There actually are several concurrent and intertwined crises in higher education. They have been developing over decades, and their causes are complex and manifold. The most severe crises are known to all of us: public higher education is being underfunded, and as state support has been slashed, the costs have dramatically shifted onto the backs of students and their parents. Student debt has now reached \$1 trillion, surpassing all credit card debt and setting the stage for the next financial bubble to burst.

Some critics see the pressures from underfunding as inevitably leading to what they consider to be the privatization and corporatization of public higher education, with financial and budgetary considerations becoming central to virtually all key decisions being made within the academy. Universities are all now being run like businesses. Students and their parents are the

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Resolution against Racism

UUP condemns the recent incidences of racist graffiti on the SUNY New Paltz campus.

Racism has no place in society, in the academy or in the ranks of labor. Typically, racism is a form of discrimination based upon the incorrect belief that human beings can be divided up into a hierarchy of races, with certain groups inherently superior to others by virtue of genetic inheritance. Racism is also a means by which ruling elites hold onto power through division, oppression, and false consciousness.

Therefore, be it resolved that the UUP New Paltz Executive Committee:

1. Reaffirms the UUP’s policy of condemning racism in support of equal rights for all;
2. Supports the SUNY New Paltz Administration’s actions to address the recent incidents of racism on the New Paltz campus, as well as the enforcement of existing anti-discrimination policies.

Executive Committee
New Paltz UUP Chapter
November 16, 2011

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paying consumers, and we employees in higher education, whether faculty or staff, play the role of service providers, much like the managers and staff in a resort spa or hospital environment.

Where all this leaves basic research, rigorous academic discipline, freedom of expression, critical thinking, inquiring minds and the search for truth is, well, more than a little unclear. With many students feeling like customers purchasing credits toward a degree, they often assume a feeling of entitlement toward their professors. They shop around for what they hear are easy, fun, entertaining professors and classes, often leaving the more challenging and more demanding professors wondering whether their classes will be cancelled due to low enrollments.

Colleges are in danger of becoming an extension of high school.

Because of attrition due to budget cuts, many College employees in a variety of offices are expected to do more with less. At the same time, faculty members are being asked to teach more classes, such as in our School of Education, where the annual course load has this year jumped from six to seven. Throughout the campus, faculty members are being asked to increase their workloads by teaching significantly larger classes. At the same time, Independent Studies no longer accrue credits toward a course release, as originally promised. Service and research expectations are theoretically being proportionally reduced, but the metrics supporting this redistributed workload appear irrational, disingenuous or vague, at best.

Intellectual and Anti-Intellectual Currents

In addition to the problems of underfunding and generally trying to do more with less, conflicting intellectual and anti-intellectual currents are clouding the future of higher education. There is more than anecdotal evidence showing that our students read and study less than those a generation ago did. When I began teaching in the 1970s, students studied an average of 25 hours a week, compared to a mere 12 hours today (Richard Arum & Josipa Roksa, *Academically Adrift*). In the days before texting and computer games, students actually spent many hours reading for fun and pleasure. Today, colleges are in danger of becoming an extension of high school.

Our University's grandiloquent vision of the future, the platitudinous *Strategic Plan 2010 & Beyond: The Power of SUNY*

(www.issuu.com/generationsuny/docs/powerofsuny), clearly articulates this concept. One of its six so-called "Big Ideas" is the Seamless Education Pipeline, whereby students are pumped through educational institutions like crude oil "from cradle to career." Efforts by the Gates and Lumina Foundations also seek to maximize the number of students being pushed through the system as quickly as possible. The careerist pressure to get through the educational mill and assume one's place in the state's economic engine are similar to the pressures posed by No Child Left Behind in the public schools, where the narrow focus of teaching to the standardized tests has had a devastating effect on educational achievement across the curriculum. While our students today score high in self-confidence, they can barely compete with the top 25 countries when it comes to math and science. Their foreign language (in)competence is even more pathetic.

Our Padded Ivory Tower

It is easy to blame others for the current predicament in the academy, but a good measure of responsibility rests with the faculty itself. During our first six pre-tenure years, we are simply surviving in the academic universe: establishing our footing in the classroom, within our departments and in our academic discipline; pursuing what is usually a narrowly-focused research agenda; in short, getting to tenure (see p. 22).

All too often, we become socialized against speaking out about threats to academic quality and integrity. We are intimidated and discouraged from rocking the boat, so that by the time we receive tenure after seven years, we have gratefully joined a group of highly articulate, yet docile sheep. This slow and grumbling herd is shepherded along by a cadre of much higher-paid administrators, who are clearly in charge of the entire academic enterprise. We retreat into our padded ivory tower, our tiny book-lined offices, content to relish the joys of interacting with students during the week and, if we are lucky enough and so-inclined, with our families on weekends and holidays. Naturally we are appreciative of the generous semester breaks and sabbaticals to pursue our prized research projects, the love of which lured us into the professoriate in the first place.

However the blame is apportioned for the current sorry state of American higher education, the responsibility for remedying the situation is clear. We cannot simply expect that a *deus ex machina* will somehow appear and make everything right, nor can we expect the various deep-seated, systemic threats to higher education to be solved by campus administrators, politicians, taxpayers, students or their parents. It is imperative for the faculty, individually and as a whole, to assess the situation, face the truth and take responsibility for the future of higher education. As individuals, we can begin in our classes, our departments and our research. We are likely to accomplish even more working collaboratively with others in our faculty unions, in campus governance bodies, in disciplinary societies and other national organizations.

The Crisis in Academic Staffing

Hopeful signs that this process has already begun can be found in a number of areas. Some of us have begun to confront the crisis in academic staffing, which is manifested in the fact that three-quarters of all the teachers in higher education are now off the tenure track. They are mostly grossly underpaid part-time adjuncts or full-time contingent teachers (lecturers), as well as graduate teaching assistants. With no job security whatsoever, academic freedom and educational quality are severely compromised.

Three years ago, I convened a dozen concerned activists from around the country and together we founded New Faculty Majority: The National Coalition for Adjunct & Contingent Equity (www.newfacultymajority.org). NFM has become a national voice for the largely invisible majority of teachers in higher education. Indeed, it is the *only* national organization advocating exclusively for this constituency. NFM is hosting a national summit at the end of January in Washington, DC, to discuss how to reverse the trend of growing contingency. This will be the first time that all stakeholders—contingent and tenured faculty, administrators, students, government officials, legislators and accreditors—will convene at a one-day gathering, titled Reclaiming Academic Democracy: Facing the Consequences of Contingent Employment in Higher Education (www.nfmfoundation.org/National-Summit.html).

Campaign for the Future of Higher Education

Another important new faculty voice in the national dialogue is the Campaign for the Future of Higher Education (CFHE), which originated last January in Los Angeles at a gathering of educators from around the nation (<http://futureofhighered.org/>).

UUP was represented at CFHE's initial meeting by its statewide Secretary, Eileen Landy, who continues to play a key role along with UUP President Phil Smith. Smith spoke in May at the National Press Club in Washington, where the coalition of more than 35 unions, student groups, community and civil rights associations from 26 states publicly launched its campaign. The CFHE is based on seven core principles to ensure that quality education is adequately funded and accessible to a broad and diverse population (see p. 10).

Early in November, CFHE members from around the country met in Boston to chart the course for the campaign during the coming year. UUP was again represented by its leadership, including Phil Smith and Eileen Landy (<http://www.uupinfo.org/communications/uupdate/111109.html>). Money has been raised to create a virtual think tank, the Center for the Future of Higher Education, which will begin publishing research papers on critical educational issues early next year. In addition, plans were made to coordinate a national week of actions in April to highlight the need to provide "affordable, accessible, high-quality education for the 99 percent."

The future of higher education is truly our responsibility and not somebody else's. While adjunct and contingent faculty with no job security are afraid to speak out, and junior faculty are completely focused on getting through the tenure maze, it is really up to my tenured colleagues to ensure that the academic and professional faculty has a strong voice in our future. Your personal involvement, experience and expertise are all urgently needed in UUP, in campus governance, in national disciplinary societies and in other academic organizations. Remaining isolated in one's own ivory tower is no longer a viable option for dealing with the future of higher education, if it ever was.

(See page 4 for a list of recently published books on the future of higher education.)

*The future of
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Recent Books on the Future of Higher Education

Richard Arum & Josipa Roksa, *Academically Adrift: Limited Learning on College Campuses*, University of Chicago Press, 2011.

William G. Bowen, Matthew M. Chingos & Michael S. McPherson, *Crossing the Finish Line: Completing College at American's Public Universities*, Princeton UP, 2009.

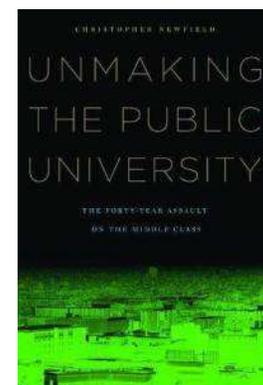
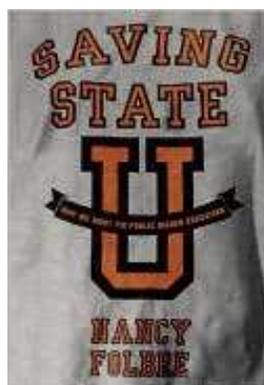
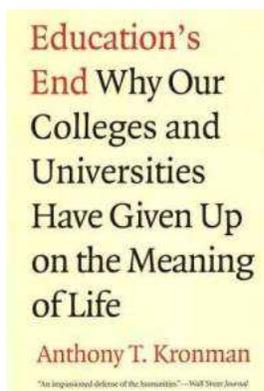
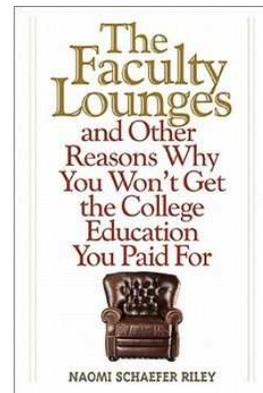
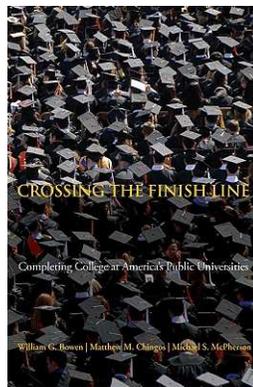
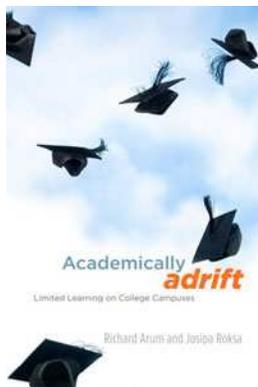
Nancy Folbre, *Saving State U: Why We Must Fix Public Higher Education*, New Press, 2011.

Benjamin Ginsberg, *The Fall of the Faculty: The Rise of the All-Administrative University and Why It Matters*, Oxford UP, 2011.

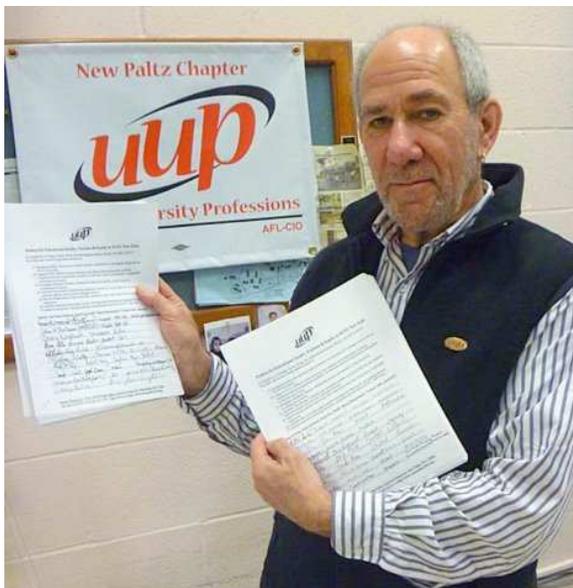
Anthony T. Kronman, *Education's End: Why Our Colleges and Universities Have Given Up on the Meaning of Life*, Yale UP, 2008.

Christopher Newfield, *Unmaking the Public University: The Forty-Year Assault on the Middle Class*, Harvard UP, 2011.

Naomi Schaefer Riley, *The Faculty Lounges: And Other Reasons Why You Won't Get the College Education You Paid For*, Ivan R. Dee, 2011.



Over 2,000 Sign Petition for Educational Quality, Fairness & Equity by Peter D.G. Brown, Chapter President



Peter D.G. Brown with petitions just before being handed over to SUNY New Paltz President Donald P. Christian on November 29. (Photo: Beth Wilson)

During the past month, over 2,000 faculty members, students and staff at SUNY New Paltz have signed a UUP Petition for Educational Quality, Fairness and Equity. The petition with the thousands of signatures was presented to Donald P. Christian, the SUNY New Paltz President, on November 29. Drafted by the Executive Committee of the New Paltz chapter of United University Professions (UUP), the petition was first circulated during Campus Equity Week (CEW) the last week in October.

CEW is a national event that began over a decade ago and is celebrated every other year. Its aim is to focus on the plight of part-time adjuncts and full-time contingent faculty, who constitute over two-thirds of all American teachers in higher education. SUNY New Paltz currently employs over 300 adjunct and contingent faculty, constituting about half of all teachers on our campus. They teach over a third of all the courses at the College. Adjuncts typically teach two courses per semester, with contracts that cover one semester or one year at most.

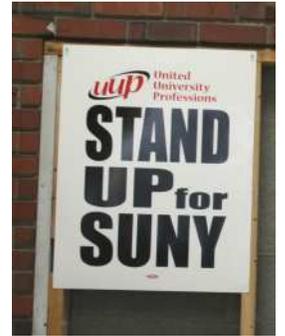
An adjunct teaching the typical load of four courses a year earns around \$12,000 annually. A few teach three courses per semester, the same as the full-time course-load for a tenure-track professor, and earn around \$18,000 a year. Although all of them have Master's degrees and many have doctorates or other terminal degrees, they are the lowest paid employees on campus, with no job security whatsoever. As a result of their precarious employment status, they can be terminated without cause and are not given the same degree of academic freedom accorded to the tenured faculty.

The gap between adjunct wages and those of all other campus employees increases annually. When adjusted for inflation, adjunct compensation plummeted 49% between 1970 and 2008, while that of the College's President has soared 35% during the same period.

The petition calls on the College administration to:

- recognize publicly the enormous and invaluable contributions of contingent employees at SUNY New Paltz;
- support UUP's efforts to ensure that part-time adjuncts have appropriate working conditions and are compensated equitably, so that they receive compensation comparable to lecturers per course;
- strengthen academic freedom, educational quality and stability of the faculty by increasing job security;
- eliminate the arbitrary minimum and maximum number of courses that may be taught by part-time adjunct and full-time contingent faculty;
- institute hiring practices that reward the competency and years of service of contingent employees;
- establish class sizes that support quality teaching and learning for all teaching faculty;
- preserve and protect existing personnel, programs and services at SUNY New Paltz.

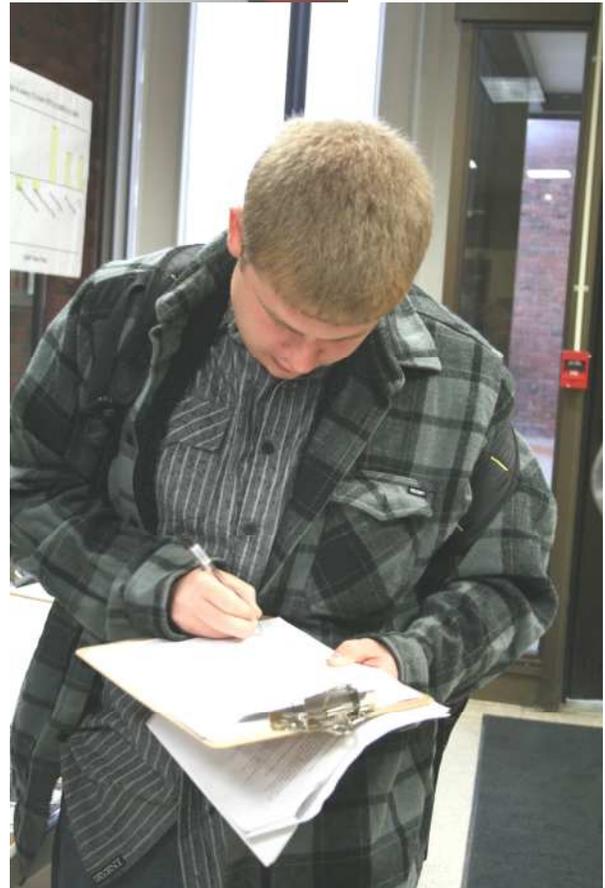
Images from Campus Equity Week



Abigail Robin (Professor Emeritus, English) sitting at the UUP informational table in the lobby of JFT.



Jeff Johnson (Art) talking to student.



A student signing the petition.

Photos by Susan Lehrner (Professor Emerita, Sociology & Women's Studies)



Danielle Schuka (Development) and Beth Wilson (Art History) during Campus Equity Week.

Photo: Peter Brown



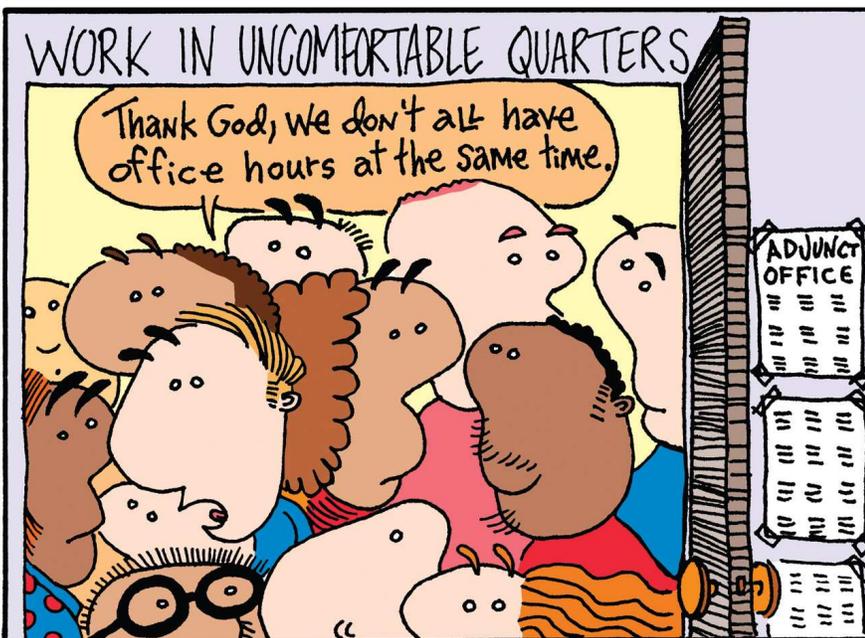
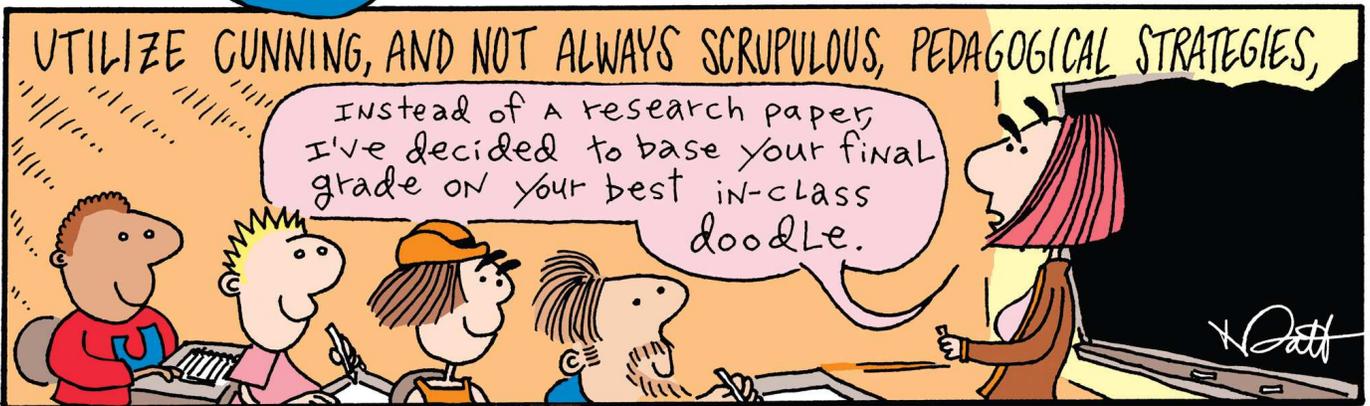
Salvatore Engel-DiMauro (Geography) discusses petition with student.

Photo: Peter Brown



UUP Chapter President, Peter Brown, pointing to a chart showing the decline in faculty wages in terms of "real dollars."

Photo: Susan Lehrer





The Negotiations Landscape:

Negotiations Update: (Updated November 15)

UUP's Negotiations Team met with the state's negotiators on November 10th and 11th. The two day session began with clarifications of information related to health benefits. The rest of the discussion focused on some of UUP's non-monetary proposals under specific contract articles and appendices. UUP's negotiations began in late August. The Negotiations Team has had more than a dozen meetings with the state to date. UUP's next meetings with the state are scheduled for December 1st and 2nd.

Members are encouraged to periodically check the UUP website (www.uupinfo.org) for postings at the '2011 Negotiations Information' link under Latest Information on the right hand side of the home page. Feel free to contact UUP Chief Negotiator Jamie Dangler at contract@uupmail.org for further information or to submit questions or comments.

CFHE Campaign for the Future of Higher Education

Quality Higher Education for the 21st Century

Perhaps the most widely accepted belief about higher education today is that our nation will need more college-educated people in the future than we have now or than we are on track to produce. This belief, given greater urgency by the most recent economic recession, has increasingly led to calls for transforming higher education and for embracing a wide variety of “innovations.”

Without question, improving higher education to expand access and student success should be a goal of everyone—the public, elected leaders, businesses, and those who work to provide that education.

But as conversations about specifics develop, it is crucial for discussion about change to be guided by principles that will lead us toward real improvement in American higher education. Wholesale embrace of change without careful thought and deliberation can take us in the wrong direction—not toward reforming higher education but, in fact, toward deforming precisely those aspects of American higher education that have made it the envy of the world.

There are surely no simple answers, no one model, and no “magic bullets” for meeting America’s needs for broadly accessible quality higher education; but we believe that the following principles can provide a helpful framework for developing and assessing proposals for innovation or restructuring in the future.

1. Higher Education in the 21st Century must be inclusive; it should be available to and affordable for all who can benefit from and want a college education.

Demographic projections make it clear that the United States will not return to world leadership in higher education attainment without increasing higher education opportunities and success for all sectors of our increasingly diverse society. A vigorous democracy and a thriving economy in the future demand that we give this principle full attention when we consider proposals for change, seeking out changes that will enhance educational opportunity and success for all students, including low-income communities and communities of color, and rejecting any proposals that may have unintended negative consequences for access and success.

We simply cannot risk a return to earlier times when education was rationed on the basis of race and economic status.

For this principle to be realized, higher education must also be recognized as a right and a public good rather than as a privilege and primarily a private good. High tuition, inadequate financial aid, and burdensome levels of student debt might seem more acceptable when we focus on the advantages higher education brings to the individual, but our current approach of increasing the costs of college restricts access for individuals and dampens the broader social and economic benefits of higher education.

2. The curriculum for a quality 21st Century higher education must be broad and diverse.

Our economy demands a population that is broadly educated for critical thinking and innovation. Narrow job training alone can condemn graduates to dead-end paths— in low-wage jobs , unable to repay their student loans, and ill-equipped to adjust to changing job markets and careers.

The value of a broad and diverse curriculum extends beyond economics. In the increasingly interconnected world of the 21st century, we will need more people who understand its history, who can think outside of narrow boundaries, and who have the tools to function in a culturally diverse environment.

Our democracy needs a broadly educated citizenry. Civic participation cannot flourish when a liberal education is reserved for the elite, and narrow training is provided for everyone else.

3. Quality higher education in the 21st Century will require a sufficient investment in excellent faculty who have the academic freedom, terms of employment, and institutional support needed to do state-of-the-art professional work.

Faculty and professionals must have the academic freedom to exercise their professional judgment in educational decisions about what and how to teach in the best interests of a quality education and student success. They must be free and secure enough in their terms of employment to stretch and challenge students, and to apply high academic standards.

Colleges and universities must also provide faculty and staff with the resources and continuing professional development to stay current in their fields and to use the best methods for enhancing student learning and success.

The growing practice of hiring faculty into full and part-time contingent positions that are not eligible for due process protections of tenure inhibits the full application of academic standards and the free exercise of professional judgment.

4. Quality higher education in the 21st century should incorporate technology in ways that expand opportunity and maintain quality.

Technology that enhances learning is a welcome addition to the 21st century higher education experience. The current public conversation about the use of technology in higher education, however, suffers from a lack of depth and subtlety.

Too often the discussion begins with the unexamined assumption that “technology” and “the internet” are not already being incorporated into higher education in significant ways. Anyone who has spent any time in a college or university recently would dispute the assumption that underpins many demands for “innovation” in this area.

Even more significant, the technology debate would be improved if we made a more careful distinction between **education** and the **transfer of information**. Undoubtedly, the internet has already

revolutionized the latter in universities and in the wider world. But education, which involves the development of higher level skills of assessment, critique, and expression, is a complex process that is often more challenging to produce in digital formats.

This latter point is related to another common assumption made when discussing online education—that it will save vast sums of money. When online technologies are used for higher levels of teaching rather than simply for rote learning or transfer of information, there is evidence that cost savings quickly evaporate. In fact, many faculty who are proponents of and experts in online education argue that teaching a good online course is **more** labor-intensive and thus **more** costly than more traditional formats.

In short, the role of online formats and other technological innovations in higher education is vastly more complex than the current public discussion would suggest. Issues of access (will some students be shortchanged simply because they don't own a good computer or have access to high-speed internet), student success (will online formats work for under-prepared students who also deserve a chance for success?), equity, and quality need a deeper analysis if we are to have the kind of higher education we will need in the 21st century.

5. Quality education in the 21st Century will require the pursuit of real efficiencies and the avoidance of false economies.

Not every cut in costs in a business—or in a college—is a real efficiency.

Many of the cuts colleges and universities have made during this current economic crisis—cutting classes, increasing class sizes, closing departments, slashing curricula, and reducing support services for students have helped campuses balance their budgets in the short-term, but the long-term costs of these cuts have not been adequately acknowledged or discussed.

In fact, the economic pressure to cut budgets and the political pressure to define all cuts as “efficiencies” currently makes it almost impossible to open a conversation about the hidden costs of various cuts.

We propose that the public discussion of increasing efficiency and productivity in higher education start here: a real efficiency that should be pursued will not only cut costs but also enhance or at least not harm student success and the principles of a quality higher education for the 21st century outlined in this document.

6. Quality higher education in the 21st Century will require substantially more public investment over current levels.

Money will not solve all of higher education's problems, but adequate public investment in an enterprise so crucial to the country's future well-being simply must be provided.

Assurances that “we can do more with less” may play well politically, but they will not move us toward affordable, quality higher education in the 21st century.

In fact, failure of leaders in higher education and in government to highlight the currently perilous level of public investment in higher education does the country a grave disservice, for it allows the public to believe we can achieve world leadership in higher education or even maintain our current levels of achievement by simply accepting the status quo.

7. Quality higher education in the 21st century cannot be measured by a standardized, simplistic set of metrics.

Simplistic measures of success in K-12 that are the legacy of No Child Left Behind have not served our country or our children well. We should not make the same mistakes in higher education.

Unfortunately, graduation rates, in isolation, appear to be gaining ascendancy as the national measure of higher education success. While we agree with the goal of significantly increasing the number of people with college degrees and certificates, this trend is disturbing because a national drive toward that goal—to the exclusion of others—can threaten important principles, including inclusiveness and access, that are crucial for the kind of higher education we will need in the 21st century.

A more fruitful direction would recognize that educational success, like human health, is a complex systemic process that requires a rich data picture (of both qualitative and quantitative measures) for full assessment. For higher education to flourish, all our leaders—in government and in education—must avoid the lure of reductionist measures and simplistic goals that will foster a false sense of progress now but bitter disappointment at the results in the future.

Conclusion: Change in American higher education in the 21st Century is both inevitable and desirable.

Change **is**, in fact, a commonplace in every college and university worthy of the name.

Historically, our colleges and universities have offered an ever-changing array of programs, courses, and teaching formats. Instead of seeing that rich diversity as a “luxury” we can no longer afford or as a “problem” to be fixed, we should see it as a strength that should be preserved and fostered. It is the environment in which higher education teaching and research flourish best and in which students are best able to reach their educational aspirations.

As we examine proposals for change in higher education in the coming decades, we should build on the traditions, principles, and vision that have characterized American higher education at its best. We believe that using the principles discussed here to inform the national conversation can lead us toward an American higher education system in the 21st century that will serve our nation well and be a source of pride.

Labor-Management Meeting Notes, October 19, 2011 **by Ed Hanley, Chapter Secretary**

Administration Attendees: President Christian, VP DiStefano, Chief of Staff Wright, HR Director Blades.
UUP Attendees: President Brown, VP Smith, VP Miller, Secretary Hanley,
Labor Relations Specialist Capowski.

I. Mentoring.

At our last meeting, UUP presented a detailed draft of a proposed mentoring program that could be established as a joint labor-management undertaking. Is this something the administration is willing to explore further, and how might we proceed to develop a pilot project tailored specifically to academics, professionals and part-time employees?

VP Miller briefly recapped his meeting with Interim Provost Torsney on mentoring, noting that initial implementation might be possible as early as next semester. Chief of Staff Wright asked what had happened to the previous mentoring effort in the Teaching and Learning Center (TLC). Miller stated the initiative never took off because nobody really pushed it. VP Smith concurred, citing both that lack of effort as well as a general lack of interest in participation. Smith, noting that professionals are not included in this new mentoring initiative, stated they should not be overlooked; VP DiStefano agreed. Smith has already talked with HR Associate Director Papa about establishing a mentoring effort for professionals. Miller observed that there is presently a viable mentoring effort underway in the School of Business. Wright suggested it be looked at to see what works and perhaps incorporate some of those successful practices into this wider effort.

II. Post-Irene loss of accrued leave.

Professionals are extremely displeased about their loss of a day's leave when they were ordered by the administration not to come to work on August 29, without being given an alternate work site or the option of working from home. What progress has been made in efforts to get this day restored to them? What procedures can be instituted to avoid similar situations in the future?

Director Blades stated the administration followed statewide policy which required employees to charge an accrual in this instance. DiStefano noted that requests for restoration of leave credit had already been sent to both the NYS Department of Civil Service and the Governor's Office of Employee Relations. She does not yet have any "ETA" on when we might receive an answer. However, should similar situations arise in the future, the College will again seek the Governor's approval to close the College but, barring receipt of such approval, the procedures will be the same as they were in this case. Regarding the issue of alternate work locations, President Christian expressed some concern about the equitability of a policy that would permit some people (i.e., nonessential personnel) to have alternate work locations while others (essential) would be required to report. A brief discussion ensued. DiStefano indicated there could be no support for any "unofficial" give-back of the day in question, noting that timesheets are official documents and cannot be falsified.

III. Workload.

Increasing workload continues to be a widespread and growing burden for both professionals and academics within the UUP membership. What progress is being made to establish a task force to deal with workload issues? What will its charge be? Since professional workload issues directly affect academics, why isn't the workload of both employment groups being examined, either by the same task force or two different ones?

President Brown asked the status of the administration's workload task force. Christian stated that the first meaningful step is to gather data. He has asked the administrative staff to provide as much information as is available. The task force will be formed after the data collection phase is complete. Brown restated the union's interest in addressing workload issues of professionals as well as academics. DiStefano pointed out that professional positions that were targeted for attrition have been left unfilled with the presumption that technology would be used to offset the effect(s) on workload. If that is not proving to be the case, people can raise the related workload issue(s) with their supervisor. Capowski asked how people should proceed if these issues cannot be worked out at the supervisory level. Blades stated that HR can get involved at that point and that they have helped facilitate similar situations in the past.

IV. DSI.

What is the status of the current round of Discretionary Salary Increases? When does the administration anticipate that the final announcement of awards will be made? When may new faculty members begin to apply for DSI? What provisions can be instituted so that tenure-stream faculty members do not continue to be given the bulk of the 1% DSI funds generated by the PST payroll?

Per Christian, the current round is on track. Brown asked when new employees can apply; DiStefano replied that this is specified in existing guidelines. Brown then asked about dedicating a specific amount of DSI monies exclusively for part-timers. Christian replied that this idea had been discussed repeatedly, that the “D” in DSI stands for “discretionary” and that the DSI funds for full-timers and part-timers are not separate and distinct pools of money.

V. Load credit over summer.

Several departments, particularly in the School of Education, believe they could improve their competitive position by enabling students to complete their programs in two years and a summer. Can some arrangement be developed whereby faculty could receive load credit for summer teaching? Without such a mechanism, there appears to be insufficient incentive for certain courses to be offered in the summer.

Noting that this is something that might be affected by SUNY Board of Trustees policies, Blades indicated it is something that could be looked into; Christian concurred. DiStefano stated it would have to make sense financially or the idea would not be viable. Wright suggested that changes to course sequencing and offerings might achieve the same thing.

VI. Training sessions.

Our members are being required to take mandatory two-hour training sessions. Since adjuncts are paid only to teach, how will they be compensated for the additional time required to complete these mandatory training sessions?

Blades noted that HR had already received some inquiries on this and they are still looking into the matter. However, there is presently no compliance issue as affected members have not yet been required to attend the training sessions. DiStefano observed that since such training is legislatively mandated, the issue will have to be addressed at some point. When Capowski asked if affected members would be paid at their hourly rate for attending, DiStefano answered “no.”

VII. Parking.

Our members maintain that the parking situation this semester is the worst it has ever been. Parking has indeed been a long-festering problem, which appears to be steadily getting worse instead of better. While proximity is provided in the case of student residents, faculty and staff are often required to walk considerable distances between available parking and their places of work. During inclement weather, the lack of dedicated proximate parking poses an additional challenge and a safety hazard for some. What plans does the administration have to improve the current situation for our members?

DiStefano indicated that the College’s current landscape master plan took into account previous recommendations about parking. However, available parking has obviously been affected by the ongoing construction on campus. On a positive note, completion of the new Route 32 parking lot has been moved up from Phase 3 of the master plan to Phase 2. DiStefano also noted the College has a very active Parking Committee which remains available to address parking issues as they arise.



Labor-Management Meeting Notes, November 11, 2011 **by Ed Hanley, Chapter Secretary**

Administration Attendees: President Christian, VP DiStefano, Interim Provost Torsney, Chief of Staff Wright, HR Director Blades, HR Associate Director Papa

UUP Attendees: President Brown, VP Smith, VP Miller, Secretary Hanley, NYSUT Labor Relations Specialist Capowski.

I. Library.

a. What is the status of the search to replace the outgoing Dean of the Library, Chui-chun Lee? Will her replacement hold the rank of Dean or Director? What plans are there for consultation with Library faculty in this search?

Per Interim Provost Torsney, there is a 90-day waiver of the posting and an interim replacement will be appointed internally while the nationwide search for a permanent replacement is ongoing. The size and composition of the search committee has not yet been determined. As the incumbent holds the titles of both “Dean” (working title) and “Director” (official title), her replacement is expected to hold both, as well. The library staff will have the same opportunity to provide input as the rest of the campus community; i.e., in the campus-wide forums set up for this purpose. The staff will not be consulted in a separate forum.

b. Are there any plans to implement or explore the possibility of Shared Services in the Library in terms of staff or technical services? Are other areas of the College considering Shared Services?

Citing the example of databases, Torsney noted that Shared Services are already a reality in the library. However, the library will not be impacted by future shared services initiatives any more heavily than other areas of the campus.

c. What is the status of the on-going Human Resources investigations into bullying and harassment at the Library and other areas of the College?

Torsney indicated that civility in the workplace training is now complete. Brown observed that the matter described to Miller appears to go beyond a training issue. Director Blades stated the matter in question had been looked into, counseling had been administered as needed, training completed, and the problem now appeared to be resolved. Miller suggested that, based on his recent conversations with the library staff, the matter was not resolved. Blades asked that we encourage our members to come forward and contact HR if that is the case.

d. How many academic employees in the Library have received sabbaticals, Drescher leaves and other academic research-oriented leaves? What steps can be taken to ensure that all academic employees, including those in the Library, are given equal and balanced consideration for sabbatical leave(s)?

Torsney indicated such data might be available thru Faculty Governance. As to whether library staff receive proper consideration on their requests for leaves, President Christian stated that no complaints have been received that would suggest there is a problem in that regard.

e. Has the plan for the Library renovation been finalized, and are there plans for Library faculty offices in it? Have librarians been consulted regarding their future work spaces?

Per Christian, renovation plans are being finalized after a long consultative process. The decision to minimize the number of offices for library staff as reflected in the floor plan was not a careless and casual one. It was based on recommendations by the architects. Christian indicated he is aware some people are unhappy with the decision, but the cost of revising the floor plan at this stage would be prohibitive.

II. Assessment

Are there plans to systematically compensate adjuncts who perform significant assessment work, as they have been in the past?

Per Torsney, “yes.”

III. Job Satisfaction.

Why were all adjuncts first invited to participate in the COACHE job satisfaction survey, then subsequently told that they would not be participating? Whether inadvertent or not, the message conveyed was clearly not one of inclusion. Is the administration not interested in the job satisfaction of this half of the people teaching here? Does the administration stand by the Interim Provost’s statement that “Data from the COACHE study will be meaningful only if we have broad participation”?

Torsney stated the situation was the result of a clerical error and that an apology had already been rendered to those affected. The survey only measures input from tenure track faculty; that’s how it was designed by the originator. Brown suggested that perhaps we could solicit adjunct input via some other means, and Torsney agreed.

IV. .99 Contracts.

How many employees at the College are on .99 contracts? What is the rationale behind giving these individuals less than full-time contracts?

Assistant director Papa indicated there are two employees on .99 contracts. They were placed there because they should not be in positions that lead to permanent appointment. The positions were not advertised as full-time, and the fact that they are not full-time was clearly reflected in the appointment letters.

V. Workload.

What progress has been made toward developing measures to insure that the workload for academics, professionals and adjuncts remains stable, fair and equitable?

Per President Christian, Interim Provost Torsney is still working to organize the necessary data. The data collection group is now operational and, according to DiStefano, they have recently had their first meeting. Once required data has been collected, membership will be broadened to include faculty participation. Further, the effort was never intended to consider professional workload. Professionals should report their workload issues and concerns to their supervisors. As for academics, the initial look at the data collected thus far has already revealed great disparities in teaching loads.



Part-Time Labor-Management Meeting Notes, October 27, 2001 **by Beth Wilson, Secretary pro tempore**

Administration Attendees : Interim Provost Cheryl Torsney, Human Resources Director Dawn Blades

UUP Attendees: Vice President for Part-Timers Ed Felton, Chapter President Peter D.G. Brown, Alan Dunefsky, NYSUT Labor Relations Specialist William Capowski, Danielle Schuka, Beth Wilson

The meeting began with Ed Felton presenting copies of the Campus Equity Week literature and the text of the petition to the Provost, commenting on the tremendous support that we have received so far during our tabling efforts.

I. Adjunct inclusion

Department meetings: When Felton raised the issue of the widespread lack of invitation of adjuncts to attend department meetings, the Provost responded by reporting that she recently had met with the Biology Department, where faculty wondered whether or not it was ok to invite adjuncts to such meetings. She emphatically encouraged them to do so, and promised to cascade the message to all of the department chairs when she meets with them. Felton noted that we were concerned with the tone of such invitations and that adjuncts should feel welcome, but not necessarily compelled or required to attend these meetings.

Listserv: Torsney believes that employees must be registered to a newpaltz.edu account to receive these notices; Felton will follow up with Paul Chauvet to learn the specific details/requirements to see about adding all adjuncts to the list.

Adjunct office in Wooster 212: Felton reported complaints that the Dean of Science and Engineering was no longer providing copy paper, printer toner, etc. for this shared office. Torsney agreed to follow up with the Dean. Adjunct office in Old Main: Felton reported complaints that the space provided is “a closet with a desk and chair,” which is inadequate. Torsney asserted that space is an issue on the campus, but offered no specific remedy for the Old Main situation.

II. Non-renewal of employees

In response to the question of whether there were plans in place for additional non-renewals of adjuncts (and other contingent employees), Torsney said, “We are filling our positions based on needs and projected enrollments.” The administration has an ongoing mandate to reach their budget goal, with another \$1.25M to go, and “we have any number of strategies to get there.” Ultimately, the administration’s goal is to have more full-time people, but there is no specific, immediate plan in place regarding non-renewing adjuncts.

In addition to non-renewals, the issue was raised about two positions in the Development office, where new people hired were given contracts stipulated as .99 (instead of full-time). Capowski noted that he’d seen this practice on other campuses, and that it is fundamentally unfair to the employee, disqualifying him/her for permanent appointment, full leave accruals, and other benefits. Neither Blades nor Torsney had heard about this previously; Torsney pointed out that this was a department under a different VP. Both agreed that they would “look into it.”

III. Adjunct compensation

Felton spoke to the support voiced during CEW petitioning on this basic issue, raising again the inequity in what adjuncts receive per course, when compared to full-time lecturers. Torsney replied that she still had not heard back from David Lavallee about how he had managed to fund the increase in base rate in 2005, but “that was a different time,” and that she doubted that such a thing would be possible again. Felton recalled that at that time Lavallee had said that “difficult decisions” would have to be made to pay for the increase to adjunct pay, and we asked him what those choices would look like—and then it happened. We are not convinced that it is impossible; this is an issue that is at the discretion of the administration. Brown reminded her that yes, 2005 was a long time ago—which is even more reason that such an increase is needed now. The idea that we can run this [educational] enterprise on the backs of underpaid adjuncts is just not a good business model. Wilson pointed out that since the 2005 increase, the across-the-board contractual increases, etc., had only made the inequity between per-course part-time pay and that received by full-timers worse, making a base increase all the more imperative. Torsney acknowledged that we “make a compelling case,” but that she would need to speak with Lavallee before anything else could happen.

Felton raised the issue of compensation for the mandatory HR trainings for part-time teaching faculty. Were there funds to pay them for their time for this additional obligation? Were they being made aware of an online option? Dawn Blades reported that there was no

online option; guaranteeing compliance is a difficult issue. She said that the Governor had legislated this training, and her office has the responsibility to make sure everyone had completed it. The required training is only 45 minutes—the remainder of the time is an additional training in emergency response that the administration added. At the moment, part-timers are not being required by the administration to do the training, but the legal requirement is that all state employees must do so. Capowski asked if this could be characterized as an “unfunded mandate” from the State. Blades responded that they do not have a budget to pay [adjuncts] to do this. HR has placed inquiries with the State to clarify these issues, but a response has not yet been received on how to handle it.

Wilson raised the fact that full-time lecturers have a professional obligation only to teach also, and that if someone is teaching five courses, making room for a two-hour training in the middle of the semester was also difficult. Blades responded that she hadn't thought at all about the lecturers, but that she would ask for clarification on that point as well. When HR receives clear information on how to administer the training, they will let us know. In the meantime, Blades said HR would consider the same wait time for lecturers that is currently being applied to part-timers, and would inform the deans.

IV. Streamlining reappointment process

Laurel Garrick-Duhaney is currently in China. Felton promised to be in touch when we had developed a draft of the streamlined process as a starting point for further discussion.

V. Longer terms of appointment for part-timers

Felton pointed out that long-time adjuncts are an integral part of their departments and of the institution; it seems only right that they should be able to receive contracts covering longer periods of time, at least one academic year, but preferably two- or three- year appointments in the situations where that makes sense. Peter Brown added that a stable workforce benefits not only the employee, but also the students and the institution as a whole. These longer-term contracts would be subject to the same contingency on enrollment that the current ones do, so why not issue them? Wilson pointed out that at the moment, many adjuncts seem to be only on semester-by-semester appointments, which opens up the possibility of late paperwork, impacting benefits eligibility and enrollment, etc. She noted that a cycle has emerged when the administration, HR and the deans' offices would periodically make an effort to coordinate adjunct contracts consistently, and issued many more full academic year contracts, but then over time this effort falls off, until we are at the current state, with much less consistency. Torsney committed to bring up the subject at her next meeting with the academic deans to encourage planning ahead, and issuing more academic year contracts. She would not commit to anything at this point beyond one-year contracts.

Capowski raised the insertion in one adjunct's contract of language making the appointment not only contingent on enrollment in the assigned classes, but also to the departmental need to reassign one of those classes to a full-timer (bumping). He asked where the authority to add this language came from, and stated that “we would rather not have the part-timers be the shock absorber for the full-time faculty.” Blades responded that she did not know why or how this stipulation was added, but that Jodi Papa would perhaps have a better idea, and that she would inquire about it with her.

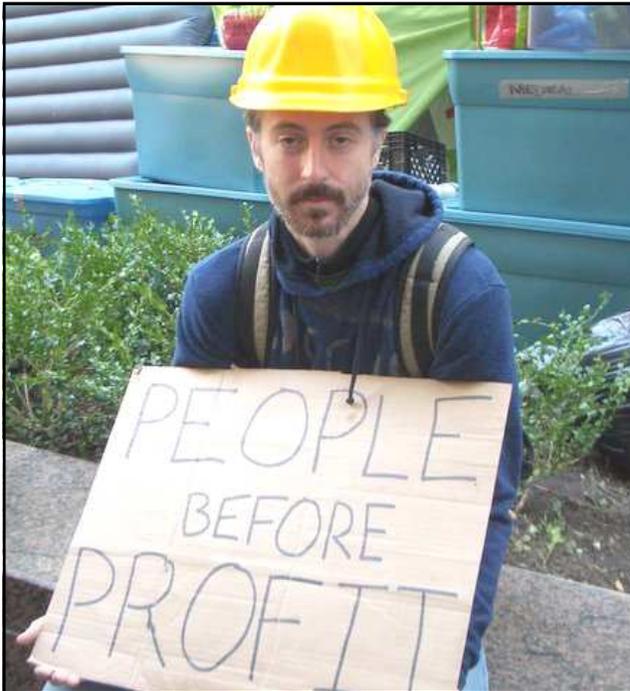
VI. DSI

Felton reasserted the union position that since a portion of the 1% of DSI was generated by part-timers' salary, it seems equitable to try to return that portion of the pool to the part-timers. Torsney made it clear that the President's position is that the “D” in DSI stands for ‘discretionary’, period. Brown responded that even if you keep the “D” in DSI, it does seem that most of the 1% generated by the part-timers currently goes into the pockets of the full-timers. Wilson added that there is a precedent in the Labor-Management Individual Development Awards, in which 15% of the pool is to be reserved for part-timers who apply; if those funds are not exhausted, then they revert to the remaining applicants. Furthermore, there is the practice of “summer money”, in which a cut of the funds generated by summer courses—currently taught primarily by part-timers—are returned to the departments for distribution to the full-timers. The administration can retain its discretion in distribution of DSI, but it can also decide to use it as an opportunity to reduce the inequities on campus, rather than make them worse. Felton noted that during CEW petitioning, the people we spoke with understand this inequity very clearly. Blades responded “no comment.” Wilson asked that they at least consider it “food for thought.”

Action items:

Torsney agreed to 1) speak with David Lavalley about the 2005 adjunct base rate increase, and how it was funded; 2) speak with the Dean about paper and toner for Wooster 212; 3) encourage the Academic Council to plan ahead, and issue more academic year contracts. Blades is to follow up on the questions regarding 1) .99 FTE hires in the Development office; 2) clarification on the mandatory training.

Occupy Wall Street Protesters, Zuccotti Park, New York City



Photos by Peter D.G. Brown

Getting To Tenure

By Anne R. Roschelle, Department of Sociology



Anne R. Roschelle

The information contained in this advice is based on my experience in academia over the last twenty years and more specifically my experience at New Paltz as a faculty member, Department

Chair, and member of the Reappointment, Tenure, and Promotion Committee (RTP). This information does not reflect the position of the RTP or the administration.

1) Be instrumental—Make choices based on what you like to do and are interested in but that will also help you get tenure. For example, don't organize conferences if it will keep you from doing your research. Select service that relates to your interests. Learn to say no when you think something will interfere with your teaching or research, but make sure you are doing service. Also, there are sometimes people who use service as an unconscious avoidance technique in which it becomes an excuse not to do their research. Be self-reflective about your career and check in with yourself to make sure you are excelling in all three areas. If you do amazing service for the college but don't publish, you will lose your job.

2) Be assertive—Write to journals in your field and let them know you are a new professor and that you are willing to do book reviews. While they are not peer reviewed, they show your mastery of subject and get your name out there AND are part of an overall pattern of research. Plus, if you are on the edge with the number of pubs having a few book reviews adds to your overall profile and can only help. For those in the Fine and Performing Arts find comparable ways of getting your name out there.

3) Get involved in your associations—Volunteer to be on an awards committee, or to help organ-

ize a session for a conference, or be on the nominating committee, and eventually run for office if you are inclined. This strategy helps with networking and with building your professional reputation.

4) Actively seek external reviewers—Whenever you are at a conference, gallery opening, art show, or performance and someone on your panel (discussant, art/theatre critic, etc.) gives your work a great review, make note of that person's name and affiliation and make them part of your external reviewer list later. If you e-mail someone for any reason and s/he indicates s/he knows who you are and likes your work, make note of it, and use him/her later as an external reviewer. These are not people you are friends with or have any kind of close connection to, but if they like your work, they will probably not trash you in the review process.

5) PUBLISH/PERFORM/EXHIBIT—The job is hard; we are all overworked; there is too much service, grading, Crits etc. We all faced that when we came to New Paltz, but publishing/performing/exhibiting is part of the job, so do it. Don't make excuses. The first year will be tough, especially for people who don't have a lot of teaching experience, but we all did it. When I first came to New Paltz in 1999, the three newest faculty members including myself each had 9, 9, and 11 preparations respectively prior to tenure. In addition, we were rebuilding the department and had a search every year for the first several years. We were very overworked, but we all still managed to publish. If you find it difficult to carve out time, start a writing group with 4 or 5 people, get advice from your chair, ask for a colleague to mentor you; in other words, be an active agent in your career. I know it feels like there is lots of ambiguity around the requirements for tenure. My advice is to assume that, until the Interim Provost announces any new decisions, you proceed as if we were under the

old regime of David Lavallee. Interim Provost Torsney and President Christian have stated that we will no longer be using the formula designed by David Lavallee (one publication every year and a half). In the past that meant a minimum of three peer reviewed articles. My advice has always been to try and be above the minimum. Then tenure will be less stressful and can actually be extremely gratifying (when you see how much work you have done you will be amazed—and when you get great reviews from colleagues at NP and the external reviewers you will feel incredibly proud!). However, the new mantra for tenure is now an overall pattern of scholarship. My suggestion is to try to publish/exhibit/perform/direct as much as you can so there is no ambiguity and you sail through tenure. Of course quality is the most important thing—be thoughtful and creative in your work.

6) Obviously teaching is very important at New Paltz. If you are having trouble get involved with the Teaching Learning Center (TLC). Go to their workshops. Contact people on campus who are known good teachers. If you are not sure who these people are, ask your colleagues. Your Dean can tell you who are the exceptional teachers in your school; also Richard Kelder from TLC can help you. You can organize a teaching collective of 3-4 people who observe each other, go over assignments, and give feedback. You can ask a colleague or friend to observe your teaching and give you feedback.

COMPILING YOUR DOSSIER

1) Ask your Chair if there are any colleagues in your department who will show you copies of their reappointment narratives and files from their first year. In Sociology, it is part of our department norm to share all this material (DSI, tenure, AFR). If no one offers in your department, ask someone you feel comfortable with, or go to the Chair and ask her/him to intervene on your behalf.

2) Try to have a good relationship with your Chair. Get advice. If it seems you are getting bad advice go to another Chair with whom you are

familiar or go to a colleague and talk to her/him. You can always go to your Dean for advice as well.

3) Keep your annual faculty reports over the years. A lot of the stuff that goes into them will not be on your vitae: e.g., all the clubs you sponsor, talks you've given in classes, guest speakers you've brought to campus, etc. For your tenure, you want to include all of this service and teaching-related information.

4) Follow the Guidelines available on the web.

5) Don't pad your vitae or file. It is obvious to everyone, and it makes people annoyed.

6) Vitae—Do not put non peer reviewed articles/ encyclopedia entries/newsletters etc. together with peer reviewed journal articles. Have a clearly separate category. Newsletter articles, research reports, etc. are NOT peer reviewed, and it angers people to have to sift through this material.

7) Get a mentor in your department. If there is no one with whom you feel comfortable, then talk to friends or folks from your cohort.

8) Ask someone to read your narrative.

GENERAL ADVICE

1) If you have children, talk to colleagues who have been successful and have kids. There are a lot of amazingly productive folks on campus who also have kids. The Women's Rights and Concerns Committee of UUP can also give advice and support.

2) Stay away from overly negative people. We all vent about our jobs and how little we are paid, but if you find that someone you are hanging out with is always negative, sees the worst in everything, has nothing positive to say, run (screaming) away. They will totally harsh your mellow, and more importantly, they can easily sour you on NP, which, even with all of its flaws, is an amazing place to work for many of us.

3) Remember how privileged you are. We have jobs that provide lots of autonomy and truly meaningful work—this is rare. If you feel depressed about how overwhelmed you are, take a walk around Lake Minnewaska, go for a hike, or go see a film.

Recommended Reading

Martha C. Nussbaum, *Not for Profit: Why Democracy Needs the Humanities*

by Abigail Robin, Retired Adjunct (English & Women’s Studies)



Abigail Robin

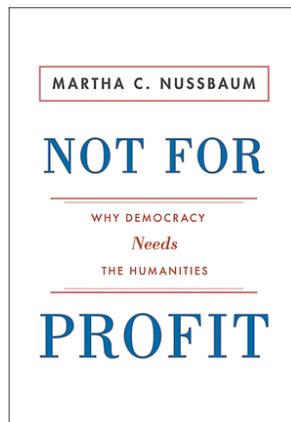
Nussbaum engenders a wee bit of hope for a fallen society to rise above its greedy, competitive, power-hungry hierarchy. Nussbaum proposes an educational system that supports individuals in their search for a fairer and more equitable system, in which cooperation is an essential component of a working democracy. I am of the persuasion that we live in a plutocracy, where those who are supposedly representing a democracy (Congress) are interested in profit, and corporations pay lobbyists to sell lies to the people they are supposedly representing.

Why is the question raised about continuing to study the humanities? The study of the humanities is an essential component of a democracy. It appears to me that we have entertained the idea of a plutocracy and have walked away from democracy. The study of the humanities compels

young people to read deeply and closely; to look at how knowledge is created; to think creatively—not collectively; to develop an ethos when looking at their world. We should be able to form discourse communities in which we share our fears, hates and loves, and come to a stand in the true light of compassionate thought and feeling.

Nussbaum, it appears, is a generalist: a scholar/researcher who has read deeply and synthesized beautifully. Her knowledge of psychology, psychotherapy, philosophy and history conveys a heart-felt message that we humans should learn: where fear and disgust come from and how we project it on what we determine, in the moment of our short history, who to scapegoat, who we think the other is.

I especially admire Nussbaum’s choice concerning theories of early education and the philosophy of John Dewey, Jean Jacques Rousseau and Maria Montessori, whose educational philosophies do not adhere to notions based on a hierarchical structure.



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UUP Chapter Members in Action

Photos: Peter Brown



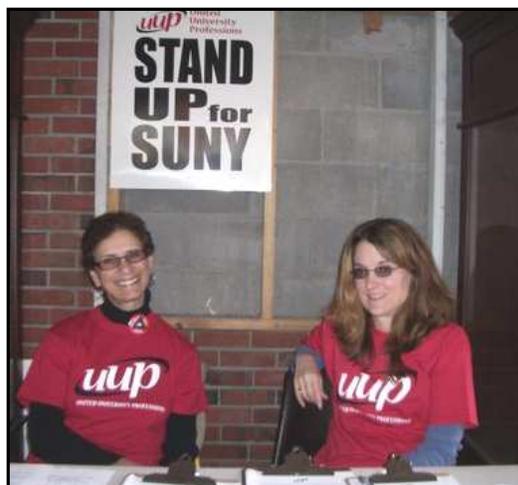
Communications Committee Meeting: L-R: Abigail Robin (English), Marcia Tucci (Academic Advising) & Susan Lehrer (Sociology; Women's Studies)



UUP Academic Delegate Saed Engel-Dimauro (Geography) speaks to a student about the Petition for Educational Quality, Fairness & Equity.



NYSUT Labor Relations Specialist William Capowski (l) & Professional Delegate Alan Dunefsky (Development Office)



Professional Delegate Donna Goodman (l) & Grievance Chair Rachel Rigolino (English.)

Feature Series: What We Do

Getting Better All the Time

by Barbara Chorzempa and Spencer Salend (Educational Studies)

“We participate in monthly webinars that provide us with professional development related to current issues, research and resources in teacher and special education. These activities have been very helpful in learning about ways to make our programs even better.”

— Full-time faculty member.

“As teachers, we provide various ways for our students to learn about different topics. It is nice to experience this at a graduate level of academics. Being able to learn from various methods of teaching, enables me to understand the subject matter even better.”

— Graduate student in special education.

“I appreciate being included in the process for enhancing our programs, learning about new practices, and collaborating with others.”

— Part-time faculty member.



Prep for Success

As these comments demonstrate, faculty members in the Special Education unit of the Department of Educational Studies here at SUNY New Paltz have been very active in achieving the goals of their five-year 1.3 million dollar program improvement personnel grant from the Office of Special Education Programs (OSEP) in the Department of Education (DOE). The goal of Project PREP for SUCESS (Project directors Barbara Chorzempa, Spencer Salend, and Catharine Whittaker) is to further enhance our high quality graduate programs in Special Education. The project’s varied activities are designed to address national, statewide, regional and program needs related to the preparation, mentoring, and induction of beginning teachers.

Throughout the first year of Project PREP for Success, project faculty worked diligently to enhance various aspects of our existing childhood and adolescent special education graduate programs that lead to New York State certification in Childhood Special Education and Adolescent



Barbara Chorzempa

Special Education. So as to provide our colleagues with a glimpse into our work, we have summarized some of our significant first year accomplishments and related activities of Project PREP for Success.

Our first accomplishment was the revision of course syllabi to incorporate evidence-based practices (EBPs), universal design for learning (UDL), and assistive and instructional technology (AIT). Our faculty identified evidence-based practices (EBPs) within our field as ones that are based on sound educational theory and are likely to enhance educational outcomes for students, families, and educators. Universal design for learning (UDL) applies the concepts of universal design (i.e., designing products and delivering services so they are usable by individuals with a wide range of capabilities; Dukes & Lamar-Dukes, 2009) to educational settings to help all learners succeed. Several activities were completed to reach our first accomplishment, including reviewing the literature and establishing EBP documentation charts to identify EBPs in the areas of literacy,

mathematics, assessment, behavior, families, and cultural and linguistic diversity; designing rubrics for assessing the extent to which EBPS, UDL and AIT were incorporated into course syllabi; identifying resources and websites addressing EBPs, UDL, and AIT; and, providing faculty with a model and guidelines for revising course syllabi to incorporate EBPs, UDL, and AIT.

To further enhance our curriculum, we achieved our second accomplishment of incorporating the online resources available from the IRIS Center at Vanderbilt University. Among their resources, the IRIS Center provides online activities that present individuals with visual, text-based and active learning activities and information as well as an assessment of what was learned and additional resources. Activities related to this accomplishment included providing training on use of the IRIS Center materials to all full and part-time faculty; incorporating and field testing 37 IRIS modules across the curriculum and in specific courses; exploring how to utilize the IRIS modules in blended and online courses; and, collecting survey data from candidates regarding the quality of the IRIS modules.

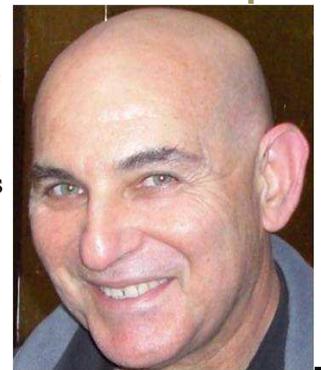
Within our first year we also began the process of examining the extent to which our field-based and practica experiences are inclusive, varied, and extensive. To accomplish this task we first examined our existing practicum and field-based experiences and also reviewed the literature and existing models of clinically-rich field experiences as well as school-university partnerships. Additional activities included enhancing our syllabi of field-based and practica experiences to include EBPS, AIT, UDL, and IRIS materials; explored collaborations with local school districts and the Mid-Hudson Teacher Center; and examined how we might use ElluminateLive with our candidates, alumni, and/or teachers in local education agencies.

Our fourth significant accomplishment was the dissemination of information about the project's outcomes, issues of program improvement related to licensure/certification standards, and issues of teacher quality and

effectiveness. As with our other accomplishments, several activities can be identified to illustrate how we met this accomplishment, including revising the existing Adolescent Special Education Program to meet the new Students with Disabilities 7-12 Generalist certification standards established by the NYSED; hiring a liaison with State Education Department (SED) and Chief School Officers (CSOs) to collaborate with NYSED, CSOs, and other stakeholders regarding issues and actions related to teacher certification, quality, and effectiveness; addressing issues of teacher effectiveness at the meetings of the New York State 325T consortium and the Higher Education Task Force on Quality Inclusive Education; co-chairing a committee of the American Federation of Teachers (AFT) that has developed a rigorous and comprehensive performance-based teacher evaluation system that was approved by NYSED and will be used in school districts throughout New York; and, assisting in the planning of a professional colloquium on teacher evaluation and effectiveness in New York State.

Now starting our second year of the project, we are excited to continue the work we have begun by field-testing our enhanced courses and will continue to revise our curriculum as we identify additional resources and effective practices, such as those related to the mentoring and induction of beginning teachers. In the near future, we hope to unveil our website as another means of disseminating information about Project Prep for Success' goals and activities and encourage you to view samples of our work there. To end with how we began, we share a simple quote that seems to sum up how Project PREP for Success has impacted each of us in the special education unit and that we truly are getting better all the time.

"It's changed not only what I teach, but how I teach." —Full-time faculty member.



Spencer Salend

Union History
Margaret Haley – Educator for Teachers
By Sharon M. L. Peelor, University of Oklahoma



Margaret Haley
(Photo Credit: Spartacus)

Chicago Federation of Teachers (CFT) organizer Margaret Haley, born on Nov. 15, 1861, growing up on a farm in Illinois, was the second oldest of eight children in an Irish-Catholic immigrant family. At age 16, expecting to go on with her schooling, she had to go to work when her father lost his job due to political and business corruption in which he refused to participate. Haley’s lifelong career in education began with 5 years teaching in rural Illinois, moving to Chicago in 1887 to teach 6th grade. In 1897 she joined the new CFT, her first activity to work for election of the President. In 1900, she left the classroom for full time work for the CFT, where she remained until her death on Jan. 5, 1939 at 75. Not as well known now as she should be, two books tell her story well: her autobiography written in the last years of her life, and her biography.¹

The CFT, the “nation’s most militant teacher’s organization,” was almost entirely composed of women elementary teachers.² Haley’s strong voice, arising from her Irish Catholic parents’ values of women’s rights and education, combined with her teaching experience, produced arguably the most clear-sighted and powerful inspiration and mover in the rise of the earliest and foremost teachers’ union in the U.S. Through her leadership, failed pension plans were renewed; professional treatment of teachers was demanded and won; corrupt legal, business, and industrial policies were exposed. Haley fought vigorously for the cause of democratic education in the CFT itself, school board rooms, court, press, and political battles. She won often.

One of, if not the most, impressive aspects of her work is her clear understanding that teachers themselves must be knowledgeable about the values of democracy and education; the political and social realities that constrain education; and the teacher’s essential role in democratic society. First through the CFT, she created an organized body of thousands of well-educated women teachers who were not just represented, but who could represent themselves.

She created an organized body of thousands of well-educated women teachers who were not just represented, but who could represent themselves.

¹Margaret Haley, *Battleground: The Autobiography of Margaret A. Haley*, ed. Robert L. Reid (Urbana: University of Illinois Press, 1982): vii-ix; Kate Rousmaniere, *Citizen Teacher - The Life and Times of Margaret Haley* (Albany: SUNY Press, 2005).

²Reid, Introduction, *Battleground*: vii.

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

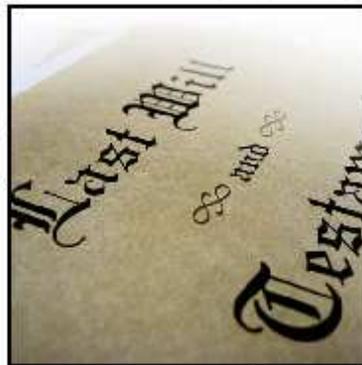
The importance of having a will cannot be overstated – this crucial legal document protects your family during their time of grief and ensures that your wishes are honored. Drafting a will can help provide peace of mind for you today and prevent unnecessary stress for your family in the future. It also 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.



Nov/Dec. '11

Chapter Committees 2011

Affirmative Action Committee

Jerry Persaud, Comm. & Media, 257-2631, persaude@newpaltz.edu (chair)
Elissa Greene, Design & Construction, 257-3309, greenee@newpaltz.edu
Patricia Noble, Comm. & Media, 257-3450, noblep@newpaltz.edu
Claudette Aldebot, Residence Life, 257-5501, aldebotc@newpaltz.edu
Wayne Lempka, Art Museum, 257-3845, lempkaw@newpaltz.edu

Communications Committee

Rachel Rigolino, English, 257-2731, rigolinr@newpaltz.edu (chair)
Beth Wilson, 257-3896, Art History, wilsonb@newpaltz.edu
Jacqueline DuBois, Financial Aid, 257-2598, duboisj@newpaltz.edu
Marcia Tucci, Advising, 257-3044, tuccim@newpaltz.edu
Abigail Robin, English (ret.), robina@newpaltz.edu
Susan Lehrer, teachers@newpaltz.edu

Community Outreach/Coalition Building

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Joshua Simons, CRREO, 257-2845, simonsj@newpaltz.edu

Contingent Concerns Committee

Ed Felton, Art/Wood Design, 257-2792, feltone@newpaltz.edu (chair)
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Beth Wilson, Art History, 257-3896, wilsonb@newpaltz.edu
Alan Dunefsky, Development, 257-3986, dunefska@newpaltz.edu
Salvatore Engel-Di Mauro, Geography, 257-2991, engeldis@newpaltz.edu
Danielle Schuka, Development, 257-3385, schukad@newpaltz.edu

Legislation/Political Action

Glenn McNitt, Political Science, 257-3553, mcnittfg@newpaltz.edu (chair)
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Kevin Caskey, Business, 257-2659, caskeyk@newpaltz.edu
Rosemary Millham, Secondary Ed., 257-3118, millhamr@newpaltz.edu

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Spencer Salend, Educational Studies, 257-2842, salends@newpaltz.edu (co-chair)
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Tom LaBarr, Elect. & Comp. Engineering, 257-3733, labarrt@newpaltz.edu
Lisa Ostrouch, Institutional Research & Planning, 257-2647, ostroucl@newpaltz.edu

Committees are open to all academic and professional members of UUP, whether full-time, part-time or retired. It is a great way to get involved, to improve our College community, to strengthen our union and to meet colleagues from other departments.

Website Development Team

Linda Smith, Academic Computing, 257-3188, smithl@newpaltz.edu (coordinator)
 Julie Gorewski, Asst. Professor, Secondary Education, 257-2856, gorlewsj@newpaltz.edu
 Jacqueline Dubois, Financial Aid, 257-2598, duboisj@newpaltz.edu
 Lucy Walker, Institutional Research, 257-3228, walkerl@newpaltz.edu

Women's Rights and Concerns Committee

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 Melanie Hill, Psychology, 257-3457, hillm@newpaltz.edu
 Giordana Grossi, Psychology, 257-2674, grossig@newpaltz.edu



Executive Board Meeting
 October 11, 2011
 (Photo: Susan Lehrer)

December 2011 Calendar of Chapter Events

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13 Holiday Gathering 4:30-6:30 PM / Bacchus Restaurant	14 Executive Committee Meeting 11:00 AM / UUP Office/ LC 6a	15	16 Labor-Management 4:00 PM / HAB 903
19	20	21	22	23
26	27	28	29	30

UUP members are always welcome to attend Executive Committee Meetings.

Executive Committee 2011-2013

CHAPTER OFFICERS:

President	Peter D.G. Brown, Languages, Literatures & Cultures, ret.	x2783	brownp@newpaltz.edu
Vice President for Academics	Jeff Miller, Political Science	x3934	millerj@newpaltz.edu
Vice President for Professionals	Linda Smith, Academic Computing	x3188	smithl@newpaltz.edu
Vice President for Part-Timers	Edward Felton, Wood Design	x2792	feltone@newpaltz.edu
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Affirmative Action Officer	Jerry Persaud, Communication & Media	x2631	persaude@newpaltz.edu

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NYSUT Labor Relations Specialist: William Capowski wcapowsk@nysutmail.org

Chapter Assistant: Mary Ann Thompson thompson@newpaltz.edu

uup Are You a Member?

Thomas P. DiNapoli New York State Comptroller		JOHN DOE		Total Gross Fed Taxable Gross	
				Current	3456.78 1234.56
				YTD	45,678.90 34,567.89
Advice #	123456789	Pay Start Date	07/13/2009	Net Pay 1,234.56	
Advice Date	07/12/2009	Pay End Date	07/27/009		
Department ID	1234			Pay Rate	78,910.11
EARNINGS					
	Current	YTD	TAX DATA		
	Hrs./Days	Earnings	Hrs./Days	Earnings	Federal State NYC Yonkers
Regular Pay Salary Employee	3456.78	45,678.90			Marital Status 4 4
Location Pay	56.78	678.90			Allowances 2 0
					Add. Amnt.
TAXES					
	Current	YTD			
			Fed Withholding	3,456.78	1,234.56
			Medicare	45,678.90	34,567.89
			Social Security	3,456.78	1,234.56
			NY Withholding	45,678.90	34,567.89
BEFORE TAX DEDUCTIONS					
	Current	YTD	AFTER TAX DEDUCTIONS		
			Current	YTD	
Regular Before Tax Health	456.78	1,234.56			
Supplemental Ret. Annually Prog.	678.90	5,678.90			
TIAA Retirement Before Tax	56.78	1,234.56			
			UUP Member 26P	34.56	456.78

CHECK PAY STUB TO MAKE SURE

In order to be a member of the union, your paycheck **must** say "UUP Member." If it says "UUP Agency Fee," then you are included in the Professional Services Negotiating Unit, but are *not* a member of the union.

UUP Membership Entitles You To:

- Vote on collective bargaining agreement
- Hold union office
- Attend union meetings
- Elect union leaders on your campus and choose your representatives at the state and national levels
- Maintain UUP membership after retirement and be eligible for benefit programs
- Upon separation of service, obtain Associate Membership with NYSUT and be eligible for benefit programs

Please contact your chapter officers for a membership card.

Join the UUP

Who can become a member of the UUP?

To be eligible to join UUP, one must be an employee of the State University of New York and belong to the Professional Services Negotiation Unit (PSNU, also called the o8 Bargaining Unit).

I am on the faculty at New Paltz / part of the professional staff / a librarian , so I am automatically a member of UUP, right?

No. By legislative action, UUP has "agency fee," meaning that all individuals who are classified as being members of the "Professional Services Negotiating Unit" pay a fee to the union if they are not actually members. The fee is equal to the dues charged UUP members, because Fee Payers receive many services from the union even though they are not members. Nonetheless, unless one signs and returns a membership application form to UUP Central, one can not vote in UUP elections, run for office within UUP or participate fully in UUP policy making. In short, if you don't sign the card, you are not a member of UUP.

What do I need to do in order to join?

You can obtain a membership application by contacting the Chapter Office, Lecture Center 6a and speaking with Chapter Assistant, Mary Thompson. You may also download the Membership Application (in PDF Format) from the UUP Central website, www.uupinfo.org, by clicking "Welcome/Join," and "How to Join UUP?" The form may be completed, SIGNED, and mailed to UUP, PO Box 15143, Albany, NY 12212-5143.



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New Paltz Chapter

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We're on the Web!

www.newpaltz.edu/uup

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The Bullhorn: Peter D.G. Brown, Executive Editor, & Rachel Rigolino, Managing Editor

Editorial Policy: Opinions expressed in *The Bullhorn* are solely those of the writers and do not necessarily reflect the positions or policies of the UUP or its New Paltz Chapter, who are not liable for any errors or inaccuracies.

Would you like to write for *The Bullhorn*? We welcome your mail, editorials and articles on work, research, leisure, recreation, health and other topics. Please email Peter Brown or Rachel Rigolino.