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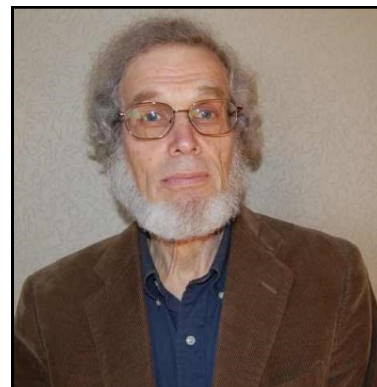


Cultivating the 'Entrepreneurial Spirit' at America's Largest University

By Lawrence Wittner, SUNY Albany

The State University of New York (SUNY) -- 64 higher education campuses with nearly half a million students -- is the largest university system in the United States. Therefore, when university administrators join the state's governor in turning SUNY into a loyal servant of big business, that fact has significant ramifications.

The university's new mission became increasingly evident in the spring of 2013, when Andrew Cuomo -- New York's pro-corporate Democratic governor -- began barnstorming around the state, calling for a dramatic "[culture shift](#)" in the SUNY system. Faculty, he said, would have to "get interested and participate in entrepreneurial activities." The situation was "[delicate](#)" because academics are academics ... But .. you'd be a better academic if you were actually entrepreneurial."



Lawrence Wittner

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Overuse and Abuse of Adjunct Faculty Members Threaten Core Academic Values

By Richard Moser, AAUP, Retired

The increasing exploitation of contingent faculty members is one dimension of an employment strategy sometimes called the "two-tiered" or "multitiered" labor system.

This new labor system is firmly established in higher education and constitutes a threat to the teaching profession. If left unchecked, it will undermine the university's status as an institution of higher learning because the overuse of adjuncts and their lowly status and compensation institutionalize disincentives to quality education, threaten academic freedom and shared governance, and disqualify the campus as an exemplar of democratic values. These developments in academic labor are the most troubling expressions of the so-called corporatization of higher education.

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Cuomo's barnstorming tour was a key part of his high-powered drive to get the state legislature to pass [Tax-Free New York](#), a scheme to provide 10 years of tax-free status to private businesses, their owners, and their employees that relocated to SUNY campuses, university communities, or a few private colleges. This corporate welfare plan, renamed "Start-Up New York," was enacted by the legislature in June with great fanfare about economic development and job creation -- although, at the time, New York State had already spent about [\\$7 billion](#) annually for economic development without any evidence that this funding produced anything useful.

Actually, Start-Up New York is only one component of a drive by the governor and SUNY's bedazzled chancellor, Nancy L. Zimpher, to create a business-oriented university. Among other things, New York State's new SUNY 2020 program provides for a \$165 million [Emerging Technology and Entrepreneurship Complex](#) on the SUNY Albany campus and encourages the hiring of faculty on the basis of their ability to [fund themselves](#) through outside income. In addition, Cuomo established the SUNY [Networks of Excellence](#), designed, as a SUNY Albany press release noted, "to foster entrepreneurialism and economic growth through public-private partnerships and give researchers the tools they need to bring their ideas to market." The governor noted that this SUNY program would "draw new venture capital to invest in commercialization activities" and "will help bring our best ideas to market right here in New York State."

The jewel in the crown, however, is SUNY's College of Nanoscale Science and Engineering. Developed and headed by Alain Kaloyeros -- a wheeler-dealer who, with an annual salary of [\\$1.3 million](#), is the highest-paid public employee in the state -- this enterprise was begun with a 20-year \$1 billion investment by New York and has reportedly drawn in [\\$17 billion](#) of investments from the nation's biggest corporations, such as IBM and Intel.

Governor Cuomo, absolutely delighted by this thriving public-private partnership, has made Kaloyeros his top advisor on higher education and has given him the green light to create such SUNY partnerships elsewhere. The first, [Nano Utica](#), was announced in October, and involves a \$200 million state investment in a computer chip manufacturing and research center to be run by Kaloyeros's Nanotech College and the SUNY Institute of Technology. Announcing the venture, the governor declared that "this partnership demonstrates how the new New York is making targeted investments to transition our state's economy to the 21st century and take advantage of the strengths of our world class universities."

Only a few days later, the [news broke](#) in the *Albany Times Union* that "the NanoCollege has been aggressively acquiring real estate property from Albany to Rochester," and was "quietly seeking developers for a similar [chip manufacturing] facility in Syracuse." Amid talk of billions of dollars in private investments, the article noted delicately that the Syracuse venture "would likely need an educational component to fit in with Cuomo's strategy of using the SUNY system to attract high-tech employers."

Local campus administrators have been quick to jump on the bandwagon. In an article ("[SUNY Cortland's Entrepreneurial Spirit](#)") published in the summer 2013 issue of SUNY Cortland's [alumni magazine](#), Erik Bitterbaum, the campus President, declared that his school was "taking steps to make sure our campus culture nurtures the spirit of entrepreneurship, one of the primary strategic goals [of the SUNY system] ... Our graduates have built companies, restaurants and theme parks," he boasted "[And] own chain franchises, run mom-and-pop business and open health-, wellness- or fitness-related enterprises."

He added, "[B]usiness economics is now one of our most popular and fastest-growing majors ... the College has an active Entrepreneurship Club." And SUNY Cortland recently began offering a two-course sequence in "entrepreneurism."

Other SUNY campuses were not far behind. In the fall of 2013, SUNY Albany hired an [Associate Vice President](#) of Business Partnerships and Economic Development to manage and advance public-private partnerships at the university, including the Emerging Technology and Entrepreneurship Complex and the Start-Up New York program. Even before that, the Dean of the College of Arts & Sciences called a special meeting of department chairs to hear a presentation about Start-Up New York by the campus President's Chief of Staff and to address such questions as: "What kinds of businesses could your faculty potentially foster? Where would those businesses be located?" Other campus ventures included what the administration described as "the [Young Entrepreneurs Academy \(YEA!\)](#), an eight-month program that teaches middle and high school students how to start and run their own REAL businesses." At [SUNY Delhi](#), the campus President told the press that she was hopeful that, under Start-Up New York, her college could work with a manufacturer on a new "biodigester" that would make good use of cow manure.

Turning a public university into a generator of private business activity and development seems a considerable departure from SUNY's official [mission statement](#), which promises that the university will "provide to the people of New York educational services of the highest quality."

Indeed, is it appropriate for an educational institution to be so thoroughly devoted to the fostering of "entrepreneurialism?"

[Lawrence Wittner](#) is Professor of History emeritus at SUNY Albany. His latest book is a satirical novel about university corporatization, *What's Going On at UAardvark?*

http://www.huffingtonpost.com/lawrence-wittner/entrepreneurial-spirit-suny_b_4490785.html



Chapter Focuses on Outreach and On-Call/Recall



NYSUT Labor Relations Specialist Bill Capowski conducting workshop for Professionals addressing On-Call/Recall issues, January 29.

Outreach volunteers listening to a presentation of UUP's 2014 Legislative Program, January 29.



Advocating for SUNY, from left to right: Brian Obach, Assemblyman Kevin Cahill, Carol Rietsma, Peter D.G. Brown, February 4.

Photo by Courtney Adrian

“Corporatization” is the name sometimes given to what has happened to higher education over the last 30 years. Corporatization is the reorganization of our great national resources, including higher education, in accordance with a shortsighted business model. Three decades of decline in public funding for higher education opened the door for increasing corporate influence, and since then the work of the university has been redirected to suit the corporate vision.

The most striking symptoms of corporatization shift costs and risks downward and direct capital and authority upward. Rising tuition and debt loads for students limit access to education for working-class students. The faculty and many other campus workers suffer lower compensation as the number of managers, and their pay, rises sharply. Campus management concentrates resources on areas where wealth is created, and new ideas and technologies developed at public cost become the entitlement of the corporate sector. The privatization and outsourcing of university functions and jobs from food service to bookstores to instruction enrich a few businessmen and create more low-wage nonunion jobs. Increasingly authoritarian governance practices have become the “new normal.”

The liberal arts and all areas of research not conducive to the creation of wealth are faced with austerity. It seems that the universities' internal budgets remain in perpetual crisis as funding declines and more demanding accounting devices are established, thereby making each department, program, or school reliant on its own self-generated resources. This new financial “rigor” in instruction and research has tended to starve the core liberal-arts mission while promoting entertainment venues and real-estate development.

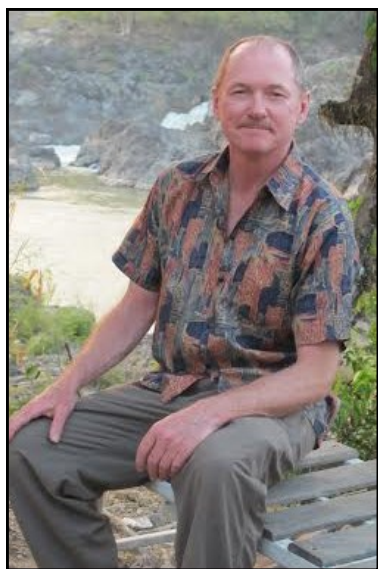
The search for truth, critical thinking, intellectual creativity, academic standards, scientific invention, and the ideals of citizenship have been discounted in favor of maximizing profits, vocational training, career success, applied research, and bottom-line considerations.

Three types of related issues—instructional, curricular, and professional—emerge from the growth of the contingent faculty in the context of corporatization. Adjuncts and graduate students often deliver excellent instruction, but that is in spite of their working conditions. Most contingent faculty members and graduate assistants are so poorly compensated and teach so many students that they face powerful disincentives to quality instruction.

To professionally evaluate and mentor adjuncts and graduate students would take an enormous resource commitment from full-time professors, which would work against the fiscal imperatives responsible for the use of adjuncts in the first place.

Instead, contingent faculty members are often forced to rely solely on students to evaluate their work. It is reasonable to expect that such a system of evaluation makes teachers vulnerable to student pressure for better grades, reluctant to teach controversial subjects, or engage in stressful disputes over plagiarism and cheating.

Furthermore, when the job of teaching is separated from the job of establishing the curriculum and developing programs, faculty members become mere delivery systems of standardized content. People hired for the short term have no incentive to understand or question the long-term educational goals of the college.



Richard Moser

Similar disincentives exist for contingent faculty members to develop long-term relationships with students. As a result, fewer faculty members will know students well, and advising will suffer. As a multidisciplinary conference on part-time work concluded, the nature of “the terms and conditions of these appointments, in many cases, weakens our capacity to provide essential educational experiences and resources” and therefore is “inadequate to support responsible teaching or, by extension, a career.”

Finally, and most important, the new academic labor system has fragmented the faculty, weakening its ability to act as a constituency. Tenure has lost support from both junior faculty members and those on the lower tiers, rendering the profession less able to defend its central institution. Without due process and full access to governance, the professoriate loses its ability to govern in the conventional manner; hence the turn to unionization as an additional means of advancing professional standards and values.

The political aspect is decisive. The multi-tier personnel system has produced classic “divide and conquer” effects that can be addressed by demanding more tenured positions and increasing the compensation and due-process rights of the contingent faculty. Drawing the tiers closer together in status and standing would serve the long-term interest of the teaching profession. It is no coincidence that tenure-track compensation sagged, and tenure requirements and review escalated, as the profession fractured.

The fragmentation of the profession is driven by administrators; yet faculty members are also often complicit in the transformation of tenure from a right into a privilege by allowing or even encouraging the escalation of the requirements for tenure. The traditional prerogatives of the faculty, in terms of having a voice in the standing and status of 75 percent of the profession, have been lost; the 17 percent of faculty members who have tenure compensate for this lost power by showing how tough they are on the remaining 8 percent eligible for tenure. Can we believe that the attacks on tenure or its increasingly unrealistic requirements are concerned with quality or accountability when there is almost no concern for the professional evaluation, recognition, and support of the 75 percent of the faculty off the tenure track?

The overuse and abuse of contingent faculty members is a threat to academic freedom and intellectual innovation. The contingent faculty finds its teaching constrained by fear of the administrators' uncontested right not to renew their contracts.

The struggle to reform the new academic labor system is a struggle about freedom. It is fundamentally a political issue and an invitation to citizenship that none of us can afford to refuse. As the number of administrators grows and that of full-time tenure-track faculty members declines, the balance of power in the university shifts away from educators. Participation in governance has been based on the idea that dissenting opinion can be exercised without fear of reprisals. But without the

protections of tenure, is the non-tenure-track faculty really free to engage in discussion or comment critically on administrative policy?

I am most deeply concerned about the example that the university itself is setting in regard to intellectual activity, citizenship, and democracy. What lessons are being taught to aspiring young academics when they realize that all of their foundational courses are being delivered by people who earn what they did at their summer jobs? What values are being learned when those who teach and research—who esteem the intellect and hold high the values of citizenship—are apparently held in low regard by society and by the university community itself?

The lessons are all too clear: Teaching and learning—the pursuit of the truth—are unworthy activities. We learn that it is acceptable to exploit someone if you can get away with it. We learn that it is acceptable to discriminate against someone based on the fact that they belong to a certain class of employees. We learn to pay lip service to art or science or history or literature, but that money is what really matters. Exploiting cheap labor to teach is teaching of the worst sort.

What to do about it? The primary obstacle is, as usual, in our own minds. Too many of us believe that these developments are the inevitable outcome of some juggernaut, usually the free market. Indeed, that is how corporatization is presented by its advocates.

In this context, the free market is primarily a cultural and political artifact; it is a rationale, a managerial tool, and a means to blunt resistance. Rather than apply our professional standards, or understand our history, we are supposed to shrug because the new standards of the market reign supreme. Market ideology now functions to foreclose other alternatives. But history has its uses. History helps us to broaden our view with alternative understandings and suggests that our personal struggles have political meanings.

I look at higher education, and I do not despair. Everywhere I see a growing consciousness about the new academic labor system and corporatization, and an increasing willingness to take action to defend higher education. Academic citizenship is on the rise, unionization continues, and the engaged citizen-scholar is emerging as a new model for academic life.

There is, after all, no professional activity more important than the exercise of academic citizenship. Only activism, organizing, and effective shared governance can create and advance the conditions on which all of our teaching and research depend.

Richard Moser, a former professor at East Tennessee State University, was most recently a senior staff representative at the Rutgers Council of AAUP Chapters. This essay is adapted from *Equality for Contingent Faculty: Overcoming the Two-Tier System*, edited by Keith Hoeller (Vanderbilt University Press, 2014). It was published in [The Chronicle of Higher Education](#) and appears here with kind permission of the author and the press, www.vanderbiltuniversitypress.com.

Spotlight: Beth E. Wilson, Art History Officer for Contingents

By Daniel Brenner, Chapter Intern



Beth Wilson

To her colleagues and students in Art History, Beth Wilson is an enthusiastic scholar and expert on 19th and 20th century western art, photography and film. For many faculty members at SUNY New Paltz, Wilson is a UUP veteran and their go-to for questions regarding the union contract and general labor issues. She currently sits on the UUP New Paltz chapter's Executive Committee and serves as the Officer for Contingents. Last year, she also was elected to a seat on the statewide UUP Executive Board. However, her involvement with the union goes far back to the beginning of her career here at New Paltz two decades ago.

Wilson started as an adjunct in New Paltz in 1994, teaching classes in Art History and Women's Studies. A colleague in what was then called the Women's Studies program suggested that Beth get more involved with the union, specifically with issues relating to

adjuncts. Wilson volunteered and became part of the statewide Part-Time Concerns Committee.

Since the beginning of her career at New Paltz, Beth has been dedicated to organizing adjunct faculty on campus. She said that a greater consciousness had to be harnessed among this group of faculty. The goal of her organizing efforts has been to build solidarity and a closer-knit community. In 2004, Wilson and others established an independent Adjunct Faculty Association to advocate for contingent faculty on campus. The group's efforts help lead to a substantial increase in adjunct wages at New Paltz.

In 2008, Wilson became a lecturer in the Art History department. She teaches up to five classes a semester, with as many as 170 students. Although the wages are better as a lecturer, Wilson noted that as an adjunct she had far more time and energy to commit to research, writing, and other professional obligations outside of teaching.

She underlined that the connection that lecturers and adjuncts have with one another is the *contingency* of their employment. 'Contingent faculty' is a term that New Paltz administration, as well as the SUNY system administration, has so far refused to recognize. As Officer for Contingents, Wilson plays a key role by leading the Part-Time Labor-Management meetings, which address issues for a significant number of contingent faculty; however, the administration has requested that the issues of full-time contingent lecturers be grouped together with full-time faculty members, and therefore their concerns cannot be addressed during these gatherings.

In her view, the issues faced by adjuncts and lecturers are really far more similar, in that their employment statuses are often unpredictable. Wilson said, "I would prefer to have it all in the 'part-time' meeting, because a lot of the issues are similar." As a member of the statewide Task-

force on Contingent Employees, Wilson and others successfully sought to amend the UUP Constitution and make “contingent” a distinct class of employment, at least as far as the union is concerned.

Participating in the union at the statewide level has allowed Wilson to gain a unique perspective on issues facing UUP in all parts of New York. One of the biggest problems they are dealing with is the possible closing of SUNY Downstate Medical Center. UUP has developed a plan in which the community in Brooklyn would not lose its health provider, and the State would not lose money either. UUP and SUNY are figuring out a way to free up money for the hospital by using funds provided by the Affordable Care Act. Beth spoke to the importance of saving SUNY Downstate; “One of the real benefits of Downstate isn’t just the medical services it provides to the community, but it’s also about access to medical training, especially for people from non-privileged backgrounds. A lot of those people stay in the community to practice.”

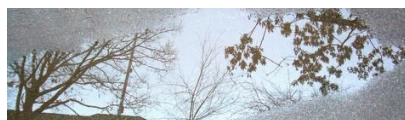
Overall, Wilson seemed enthusiastic about the recent strides that UUP has been making, both at the statewide level and in the New Paltz chapter. “The new UUP President Fred Kowal is pretty amazing. I hadn’t heard this kind of informed and progressive attitude from previous leaders of the union.” A major shift for the union is to encourage greater activism on the part of its 35,000 members.

One way that we can activate the membership, according to Wilson, is by showing that the union is getting results. “Once people see that the union is actually out there, creating a presence and doing things, people start getting interested. You get a call, you get an email, they show up at events.” As many other active UUP members have stated, the culture of academia does not always align well with unions. “The biggest challenge that we have is getting academics to understand that they are workers.”

Nevertheless, Wilson believes that future professors are likely to be more involved in union activism. “The profession has changed: you’ve got a whole generation of academics who are staring down the barrel at a lot of contingent work with fewer and fewer tenure-track jobs. People are developing a real consciousness about it.”

Beth observed that there is still an atmosphere of fear among the faculty at New Paltz. She is, however, optimistic that people are becoming more involved and that the union’s voice is growing stronger, which can counter the fear of standing alone. She plans on continuing to build awareness on campus among her colleagues and to assist in the implementation of broader goals at the statewide level.

Correction: The hardcopy issue of *The Bullhorn* dated February 2014, as well as an earlier Web version, inadvertently used an unedited version of this article containing errors, which are corrected in this updated version. *The Bullhorn* editors regret the errors contained in the unedited version.



Cuba, People-to-People

By Susan Lehrer, Professor Emerita, Sociology and Women's Studies



Street Scene, Cienfuegos

Photo by Susan Lehrer

For Americans, Cuba is a mystery. The embargo keeps our goods from them; it also keeps us from knowing about them (except if Cuba does something the U.S. doesn't like).

I was curious about Cuba, about what their Revolution looks like now, about what the people there think and how they're living. We know they have healthcare all around (Michael Moore's *Sicko* included a brief cut on Cuba). Is there enough food? Are people threadbare?? Are they demoralized by it all and years of American intransigence? What about After Castro?

Specific groups licensed by the US for 'cultural, educational, people-to-people' exchange are permitted to travel legally to Cuba. An increasing

number of such licenses have been granted by the US for travel, including Road Scholar, and a Phoenix AZ public radio station (!) So I went not as a 'tourist' (like any other country's citizens could), but as a 'participant'. Clear enough?

I met our group in Miami, where we had gathered from across the country, all with an interest in Cuba. We were briefed about what the US regulations allowed us and what was not allowed. We had to attend all scheduled meetings with Cuban groups. We could not bring back any Cuban cigars, Cuban rum, or anything not of a craft or artistic nature. There is a two-tiered money system – one for Cubans (pesos) and for us, the cuc (Cuban convertible currency), worth about one US dollar. The next day was our scheduled charter flight from Miami to Havana (45 minutes). The flight was full of (I assume) Cuban family members bringing stuff to Cuba – flat-screen TVs, bicycles, appliances and other unidentifiable stuff in huge, airline-wrapped bundles. It took forever to finally board. For me, the flight across was like an approach to a fabled land – beautiful tropical clouds, water, and then, Havana.

We met our Cuban guide and bus driver, and headed to the hotel. It meets any upscale tourist accommodation on tours I've been on, with helpful and efficient staff and fine food. That was surprise number one, since we'd been briefed not to expect the usual (high) standard of the travel group. And, at each hotel we stayed at we were greeted by a welcome mojito. Good start.

My trip went to three different cities – Havana, Cienfuegos and Trinidad Cuba. Our Cuban guide took her responsibility to provide us with 'people-to-people' experiences very personally – she literally stopped people on the street if they were doing something interesting, asked about it and what their situation was. They were quite willing to talk with us, answer her questions and ours, and seemed pretty generally at ease, if somewhat amused by us all. A couple of us spoke some Spanish, which made it easier on our translator/guide. Did we see just what they wanted us to see,

and were we heavily controlled? Hard to say. Of course, the specific groups we visited were pre-arranged – several under the auspices of the Catholic church, some government sponsored, including UNEAC, the official organization of writers and artists. We brought small gifts to each – there are shortages of many basics like shampoo, pencils, toiletries etc.

Our visits included a senior center (where I got to chat with a woman who'd owned a store many years ago), day care center for 2 to 4 year olds, UNEAC artists, and a dance group, as well as an organic farm and a coffee plantation. We had a wonderful, Cuban home-style dinner at the Ludwig Foundation (German, money - from chocolate), which sponsors Cuban artists and brings outside art instructors to Cuba.

The other question – were we tightly controlled about what we could see and do? I think that would have been impossible. We went out for on-our-own meals, or just wandering, wherever we chose. One night I went with another couple to see the home-team Havana Industriales play baseball. Our Cuban guide helped put us in a taxi, and the driver made sure we found the right door in. The roar of the crowd preceded us. And there we were, watching the home team cream the opposition. Alas, the rain started, everyone hung around, it let up and we sat down again, but then the sky really let loose, and we finally gave it up, amidst a bunch of milling hopeful fans. Cubans take baseball very seriously.



Outdoor Bookstall, Havana

Photo by Susan Lehrer

We wandered around craft markets and food markets (seemed pretty well stocked), or walked along the waterfront Malecón. Although we did not have much free time due to the full people-to-people group program, I didn't feel corralled.

What struck me most was the hopeful feeling that things were getting better; Cubans were looking forward to more loosening of restrictions (both from the US and Cuba, in particular Cubans' travel restrictions). In Havana especially, we could see neglect, and crumbling buildings, first from the American blockade, and then from the Soviet Union's collapse and consequent end of Cuban support, in the 1990's (which they call the 'special period') – alongside reconstruction and renovations all over, which was also a point of pride for our Cuban contacts. There is more private enterprise now, especially tourist-oriented. We ate at, and visited several non-government sponsored restaurants and social organizations. I experienced no difference in food or service (both very high quality) between government and non-government establishments.

We could not understand how Cuba could afford social welfare programs on a scale we Americans have never experienced. Our very knowledgeable Cuban guide had a hard time explaining it to us: a growing medical technology sector (exporting everywhere but US), foreign investments (but never ceding an inch of Cuban soil, according to our interpreter). How do they pay the bills?

Cuba is a country with a long tradition of revolutions. We can visit it as Americans in a limited way, with a group licensed to go, or as a cultural exchange some other way. I would urge anyone interested to find or create a way.

New Chapter Intern: Cecilia Stein

By Ryan Randazzo, Chapter Intern



Cecilia Stein

Cecilia Stein is the type of student whom college admissions officers must dream of. Aside from her distinguished on-campus reputation and robust work ethic, throughout her relatively short college career she has worked in many different fields and gained an extensive amount of real-world experience. From traveling to Belgium and participating in the [SUNY Model European Union](#) to presenting research to NYS legislators on improving water protection in the Hudson Valley, Cecilia's hard work and accomplished goals speak for themselves. Now to conclude her final semester here at SUNY New Paltz, she accepted an offer to become my fellow Chapter Intern at the UUP chapter.

Cecilia grew up in Park Slope, Brooklyn, and originally had no intention of going to college outside of a city. She had planned on going to school in Washington, D.C., because of her interest in politics. However, she decided on New Paltz because it was more affordable and immediately loved it. She is currently a senior, majoring in International Relations and minoring in Law & Politics. Throughout her four years here, she has created many relationships with professors, both in the classroom and through extra-curricular activities.

In the Political Science Department, Cecilia is a well-known overachiever. She is an active member of the Political Science Club, an organization which holds debates and brings speakers to campus to discuss current politics. She has gone to Washington twice with the Club to network with alumni, as well as to participate in debates with other students.

Cecilia has also worked with professors to help organize the Model European Union project. The Model EU is a simulation of the real EU, which involves SUNY and international students once a year. She has traveled to Belgium to participate for the event and played a major role last year in assisting professors here in organizing the event in New York City.

Cecilia has spent a considerable amount of time traveling. In the fall of her junior year she spent a semester studying abroad in Cape Town, South Africa. Her travels have impacted her career goals, because of what an eye-opening experience it was to see so much of the world with which she was unfamiliar. Living in Cape Town made her want to pursue a career in international economic development.

Back in the United States, she has worked as a research assistant at CRREO where she researched improving water protection in the Hudson Valley. She presented her research findings to state legislators in Albany. She also held an internship at the U.S. Court of International Trade with the [SUNY Global Engagement Program](#), where she worked, conducted research and took classes in the City for a semester.

Cecilia's interest in union work is one that is deeply engrained. Her father is a sheet metal worker who is extremely active in his union. Growing up, she always realized the importance of unions and the issues they face. She felt that working with UUP would be a good way to continue exploring issues in a local context. As a Chapter Intern, she hopes to gain more union experience, as well as to sharpen her organizational skills.

When she is not working, Cecilia enjoys going on hikes in the mountains and attending concerts. After graduation, she plans to apply for research fellowships, then work for a year to gain a bit more experience in her field, before applying to law school.

Labor-Management Meeting Notes, December 2, 2013

By Donna Flayhan, Vice President for Academics

Administration Attendees: Provost Philip Mauceri, Vice President for Administration & Finance Michele Halstead, Human Resources Director Dawn Blades, Associate Human Resources Director Jodi Papa, Deborah Gould, Executive Assistant to the Provost.

UUP Attendees: Chapter President Peter D.G. Brown, Vice President for Academics Donna Flayhan, Vice President for Professionals Jeff Pollard, Susan Ciani, Adjunct in Secondary Education, William Capowski, NYSUT Labor Relations Specialist.

1. Student teacher supervisors are concerned about the number of hours the College is mandating them to attend in order to learn how to work with new standards beginning in January. Last spring, they were required to attend at least four days of instruction. Now they are required to attend two more full days of presentations. Supervisors have not been paid for attending these. They are also concerned about a dramatically increasing workload come January due to increased demands on student teachers and thus supervisors, as well. Unless student teacher supervisors receive additional compensation for this increased workload, many may refuse assignments. How is the Employer going to address this—by increasing compensation for teacher supervisors, by reducing some other part(s) of their workload, or some other approach?

Jodi Pappa and Phil Mauceri said that they had been in contact with the Dean of Education but had not yet heard back. Susan Ciani then explained that student teacher supervisors are now being asked to attend two-day training sessions in August and December at no extra pay, and to have daily documented contact with the students who are out in the field in the classrooms doing their student teaching. She also said that they are being asked to train students to create videos, that the students will then need to submit (at extra cost) to Pearson's for evaluation and to receive NYS Certification.

Mauceri said he will speak with the Dean of the School of Education and that the Dean will be looking into this.

2. There have been reports that several members have had their paychecks withheld for not submitting monthly leave reports. Can the administration confirm that this

has indeed occurred? If so, please state on what basis the administration justifies imposing disciplinary action without following the due process outlined in the *2011-2016 Agreement between UUP and NYS*?

Michele Halstead said that the College does not withhold paychecks. When chairs or supervisors do not submit the required attendance records, they get a formal warning. After three months in a row, HR will hold the paycheck in their office or stop direct deposit until the employee brings in the required paperwork.

Capowski stated that withholding pay is a disciplinary action and violates Article 19. Halstead countered that employees are warned over three months and are free to come in and pick up their checks at the HR office.

Management stated that holding the check and stopping direct deposit do not constitute a withholding of payment. UUP's position is that this does indeed constitute a withholding of pay.

3. Full-time and part-time Academics were given the opportunity to apply for DSI in the spring of 2013. The administration stated at our previous Labor-Management meeting that these applications are providing the basis for the awarding of DSA in December 2013. Why did the administration never invite professionals in the bargaining unit to submit applications for DSA? While UUP has been urging the administration *since spring 2013* to develop a process for awarding DSA, it waited until November, and then asked only the most senior supervisors to make recommendations by November 8. It is unfair that UUP professionals were not afforded the same opportunity to put their own names forward as were academics. How does the administration plan to improve the process of awarding of DSA in the future?

Halstead said that this was a bad year for timeliness and DSAs, but that a memo went to supervisors August 9. She said that there was a miscommunication to the Provost's Office and that is where the later deadline and information confusion entered. Brown emphasized that *all* Professionals should get this notice in a timely fashion, even if their supervisor did not send out notices within their unit. Blades agreed that in the future, a call letter should go out to all Professionals (not just supervisors) and in a timely fashion. Brown stated that the contract was ratified on June 4th, and Blades countered that the pay bill was not signed until September. Brown noted that UUP has been asking about this since April in Labor-Management meetings. Halstead stated that in a normal year the call letter will go out to all in May.

4. In the written statement from President Christian and Provost Mauceri distributed at the October 30 *Forum on Contingent Faculty at SUNY New Paltz*, it is stated that "although the nominal workload is 15 credit hours, 70 percent of our lecturers during 2012-13 taught fewer than that. Those who taught at the prescribed credit limit taught primarily seminars, independent studies or practicums with smaller number of students." When did lecturers or other faculty start getting credit for

carrying independent studies as part of their course load? Does the administration have a realistic upper limit on the total number of students for a semester that could be shared with the deans and chairs?

Mauceri noted that the assignments may be different depending upon the departmental needs, and that lecturers' assignments can be flexible. They could do 3 or 4 independent studies. Brown asked if that equals one course release. Mauceri said this is not a formula. Gould looked into this and there are 7-8 lecturers doing Independent Study/Practicum and getting course release time. Brown asked if there is an upper limit and inquired whether tenure-stream faculty could receive any course release for supervising Independent Studies. Mauceri replied that their obligations are not identical. Capowski pointed out that management can say "no upper limit."

5. When is the Administration going to make its first annual designation of eligible On-Call/Recall titles? In this interim period, what is the Administration's inclination regarding what positions to designate as eligible? UUP will consider filing grievances where the Employer requires bargaining unit members to be On-call but does not provide the On-call compensation provided in the new *Agreement*.

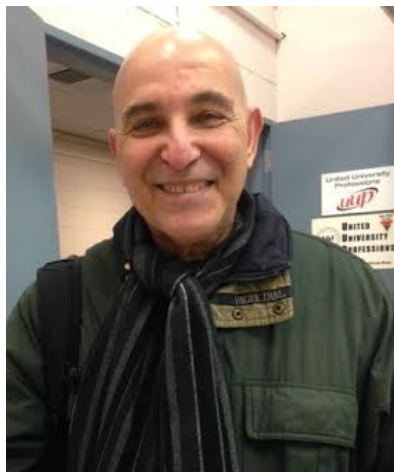
Blades said that the issue has been reviewed in each division and that the College is not going to designate *anyone* as eligible for On-call/Recall. Capowski pointed out that the *Agreement* states that the College must do so if there are employees who are "required to take calls after hours." Blades said that she and President Christian are interpreting that to be the case only if the movement of the employee is restricted. Capowski reiterated that it is not a question of movement, but rather whether employees are required to take and answer the call. Flayhan stated that restriction is limited to areas that receive cell signals, so travel is indeed restricted. Blades said that the College is adhering to the criterion of whether employees are required to restrict their movement. Flayhan asked about Study Abroad advisers who are indeed expected to answer and respond to students traveling. Blades maintained it does not restrict their movement.

6. Which undergraduate and graduate fully-online classes were offered during the fall 2013 and the spring 2014 semesters? Who are the instructors in terms of their position at the College (full-time, part-time, retired, etc.)? What are the course enrollment figures and caps?

Mauceri replied that that information is available in the course schedules. Flayhan asked if there was any collected information from his office or that of the Dean of Online Learning regarding enrollment numbers during academic semesters, regarding faculty doing the teaching and caps on the numbers of students. Mauceri said that is worked out in process of course development. Flayhan noted that she has been asked to teach a fully-online course in the spring semester that is capped at 22, but that was set by her and the Curriculum Committee approved it that way. She asked if there is an upper cap. She had heard it was 25 and that those teaching fully-online in the winter and summer sessions get per-student overload compensation. Mauceri said that is worked out through Helise Winter's office.

Spotlight: Spencer Salend, Professor, Educational Studies Academic Delegate

By Cecilia Stein, Chapter Intern



Spencer Salend
Photo by Mary Thompson

Professor Spencer Salend is passionate about the inclusion of diverse people and viewpoints in all aspects of society. He exemplifies these values in his work as a Professor in the Special Education Program at SUNY New Paltz, as well as in his work with UUP.

Three years ago, Professor Salend was inspired to become more active in UUP because of what he saw as a skew towards corporate interests that was silencing the voice of the middle class and the poor—in both the SUNY system and in the field of education as a whole. He believes that the domination of corporate interests strongly correlates with attacks on K-12 teachers, as well as with some of the developments in higher education. He says that UUP must act to counter this corporate dominance and maintain a balance of viewpoints in the SUNY community. Spencer hopes that UUP will continue to play a critical role in countering corporate influence in education and maintaining a diversity of viewpoints within the campus community.

Spencer now serves on the Executive, Outreach and Membership Committees. He views the work of the Outreach Committee as the most important aspect of his work for UUP. “Outreach is an extremely important tool for creating balance and building coalitions with groups that need to have their voices heard.” He feels strongly that UUP should continue to be at the forefront of coalition-building efforts.

Aside from his work with UUP, Professor Salend has devoted his career to developing best practices in the field of inclusive education. After working as a teacher in both NYC and Buffalo schools, he believed that he could truly make an impact in preparing future educators. He describes himself as being in “the right place at the right time” in studying special education. “When I was in school, students with disabilities were entirely segregated from classroom environments.” However, the field evolved significantly when a law passed in 1975 requiring the inclusion of students with disabilities into general education classrooms. Partially motivated by a budget crisis in the NYC school system, Spencer went on to pursue his doctorate at the University of Kentucky.

Spencer first thought of coming to New Paltz when approached by a College faculty member at an education conference. He was offered a summer adjunct position. “New Paltz seemed like a great place to be for the summer,” he observed. Although he initially took a job as a professor at Lehigh University upon graduation from the University of Kentucky, he returned to the Hudson Valley in 1981 and has lived in the area ever since.

He credits all of his colleagues in the School of Education for the success and national recognition of our programs and values their efforts to produce high-quality teachers.

In the School of Education, Spencer currently teaches courses in educational assessment and inclusion. He is the author of *Creating Inclusive Classrooms: Effective and Reflective Practices* (he is currently working on the 8th edition), and *Classroom Testing and Assessment for ALL Students: Beyond Standardization*. He has published extensively on such topics as effective inclusive education practices, students from culturally and linguistically diverse backgrounds, educational assessment, and model teacher education programs.

Spencer has authored or co-authored grants that have received funding of approximately \$3.5 million. One of those projects, in collaboration with the Mid-Hudson Migrant Education Outreach Program, served as a national teacher education curriculum and pedagogical model for preparing special educators to work with migrant students with disabilities and their families, and for recruiting and graduating teachers from underrepresented groups.

In 2010, Professors Salend, Barbara Chorzempa and Catharine Whittaker were awarded a highly competitive \$1.5 million grant from the Office of Special Education Programs. Since 2010, he has served as a national expert helping the American Federation of Teachers (AFT) develop and implement a rigorous and comprehensive performance-based teacher evaluation system and professional learning program that addresses standards for highly effective teachers of students with disabilities in inclusive classrooms.

Professor Salend tries to encourage his students to pursue advanced degrees so that they may expand their horizons once they enter the profession. However, he feels that the rising cost of tuition has made it increasingly difficult for students to pursue these options and to have the same opportunities that he once had as a student at state universities.

In his free time, Spencer enjoys hiking, watching sports and spending time with his wife, son, granddaughter, and friends. He also has been fortunate enough to travel to many countries, including Ireland, the UK, Italy, Spain, Israel and China.



Vika Shock, Grievance Chair, and Linda Smith enjoying a lighter moment at a recent Executive Committee meeting.

Open SUNY:

Let's Do It Right!

What is Open SUNY?

SUNY System Administration describes Open SUNY as the largest online, distance and open learning initiative in the U.S. SUNY's goal is to be the largest public online educator, growing online enrollment to exceed 100,000 by 2017. SUNY proposes to expand online degree programs and resources, prior learning assessments (course credit for life and work experience), competency-based programs and other alternatives to classroom instruction, including experimentation with for-credit Massive Open Online Courses (MOOCs).

Some Open SUNY components:

- 100 percent transferable General Education courses (through the Seamless Transfer initiative)
- Graduation in three years for 25 percent of SUNY students by 2015
- Electronic advisement through creation of a digital concierge to assist in providing advisement services such as planning, navigating and completing course and degree selection
- New online bachelor's degree programs
- Sharing of established courses across SUNY institutions through cross-registration, including General Education and elective courses that are part of majors
- Grants to develop open e-textbooks
- A systemwide electronic database to facilitate degree and transfer options within SUNY

What is SUNY's timeline for Open SUNY?

January 2014: Unveiling of Open SUNY

September 2014: Prepare to launch Open SUNY "at scale."

Can SUNY meet its ambitious goals?

At this point, SUNY has not provided a clear plan for implementation and oversight, course and curriculum development, or funding for Open SUNY. While SUNY

is engaged in an extensive marketing campaign aimed at securing support for Open SUNY, critical details have yet to be announced.

How does the Open SUNY initiative differ from the development and expansion of online courses at SUNY campuses in recent years?

Open SUNY is an administrative initiative, unlike faculty-led online course expansion that allows for high-quality online education and student success. It has been rolled out with limited input from SUNY academics and professionals with teaching and service delivery experience.

The following Open SUNY goals are inconsistent with an educationally sound expansion of online education:

- Rapid expansion of online courses
- Increasing standardization of course content and interchangeable courses
- Delivery of courses and services by private, profit-seeking corporations such as Coursera and McKinsey Consulting



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UUP's Concerns and Perspectives

◆ Open SUNY, as currently planned, may compromise educational quality and access

Open SUNY, coupled with the Seamless Transfer initiative, suggests that SUNY may be targeting students taking introductory and general education courses and/or low-income students seeking a "less-expensive" degree. Unfortunately, there is broad agreement that students of color, low-income students, academically underprepared students, and

first-generation college students benefit most from an educational environment that stresses social interaction with faculty and peers. According to "The 'Promises' of Online Higher Education: Access," an October study by the Campaign for the Future of Higher Education, these students run the most risk of **losing access** through online learning.

◆ UUP supports high-quality online education, which Open SUNY may compromise

UUP strongly supports online courses being designed and taught by faculty at SUNY institutions. Many SUNY professors already provide quality online education to their students, developing each course with the best teaching and learning practices in mind. The SUNY Learning Network, which launched in 1994, offers thousands of online courses, along with more than 80 online degree programs. Empire State College's Center for Distance Learning offers more than 500 online courses and includes support for students to work with faculty mentors, along with

one-on-one communication with faculty and course instructors. However, Open SUNY may encourage the development of interchangeable courses and shift control and responsibility from campuses to for-profit consultants. These standardized online courses could diminish the diversity of campus missions and curricula, and restrict exposure to faculty with varying knowledge and perspectives. It could also limit the face-to-face advisement and mentoring that many students need to successfully complete college-level work.

Recommended Actions

Hold SUNY accountable for providing answers to the following questions:

◆ How much funding will be made available to implement Open SUNY? Will there be additional funding or will existing funds be reallocated within institutions?

If SUNY does not obtain additional, adequate funding, it is possible that inadequately funded

programs and services will see further resource reductions.

◆ Will Open SUNY lead to a redistribution of funding within the system?

Cross-registration increases the possibility that better-funded campuses will be able to increase online course offerings, drawing enrollments from resource-starved campuses. At a Nov. 18 meeting with UUP officers, SUNY officials indicated that for

courses that draw students from multiple campuses, the full-time equivalent (FTE) would go to the campus hosting the course. FTEs affect campus budget allocations.

◆ How will Open SUNY impact diverse student populations with different needs and access limitations?

SUNY's plan for robo-calls and email in place of in-person advisement could fail to adequately serve students with differing needs and levels of college preparedness. Open SUNY's "concierge"

system could drain resources from financially pressed advisement and academic support programs with proven track records of success.

◆ **How much money will SUNY allocate to private corporations and outside vendors as providers of a wide variety of online learning services, including course development, marketing, IT support, and textbooks?**

Open SUNY presently is dependent on two consultants: McKinsey Consulting for assistance with the implementation and communication of Open SUNY, and Coursera to develop a platform to deliver MOOCs across the SUNY system.

SUNY has plans to expand private contracting to deliver additional educational services. Why is SUNY introducing profit-generation into the delivery of public education to the citizens of New York state?

◆ **Will faculty members' intellectual property rights be protected if they choose to use Coursera or any other contractor's platform to deliver online education?**

Faculty who design online courses need absolute assurance that they will maintain control and ownership of the content of the courses they create.

Protections must be put in place to prevent the contracting out of faculty-created courses without their full understanding and consent.

Urge the chancellor to revise Open SUNY plans

Open SUNY, in its current form, is based on very limited faculty input and lacks the planning, infrastructure and funding necessary to ensure current and future students a quality higher education. If not done carefully, Open SUNY has the potential to impede access, erode educational quality, and weaken academic standards.

◆ **UUP urges the chancellor to slow down the Open SUNY initiative and require an assessment of current plans with the following in mind:**

1. Any new initiative that will impact the educational services SUNY provides must include a substantive plan for implementation and oversight.

Open SUNY has been given an "unveiling" date of January 2014 and a launch date of September 2014, but "details are still in development." SUNY has not revealed specifics on how much funding will be made available to implement these broad and

complex ideas, or how the funding will be allocated. The plan should also assess the impact of Open SUNY on diverse curricula and student populations, as well as on the overall public mission of SUNY.

2. Course and curriculum development and support must rely on academic and professional faculty expertise and relate to the needs of students.

Academic and professional faculty, administrators and students should be involved in the planning and implementation of Open SUNY across the system. Open SUNY's push toward a standardized educational process that stresses speed and transferability could jeopardize the quality of educational programs. A curriculum developed by faculty experts, as a matter of practice,

moves students sequentially through preparatory classes and on to more advanced classes in a process based on student interests and faculty guidance. In contrast, what SUNY has made public so far indicates that, through Open SUNY, courses may be offered in a disconnected way, out of context and without a carefully developed, campus-specific curriculum.

3. Resource needs must be accurately identified, including full-time teaching faculty, professional support personnel, and new technology.

Research has shown that larger student-to-faculty ratios adversely impact student performance. In addition, face-to-face advisement and mentoring have proven to be indispensable for student persistence and success. As currently staffed, SUNY's teaching and professional faculty cannot

support Open SUNY's planned increase in students. There is a need for additional technology, advisement and other support services. Advisement in the form of robo-calls and emails makes it more likely that at-risk students will not succeed.

4. Investment in infrastructure necessary to support expansion of online degree programs is critical.

The development of courses to fit multiple delivery methods requires training, skill, and academic and technical innovations. Additional

time and resources, and investment in the technical support infrastructure, are necessary to deliver these services.

5. New York state tax dollars should be invested in public higher education, not in private consultants and for-profit corporations.

Several SUNY campuses have developed and successfully delivered quality online education. Open SUNY will potentially shift the control and responsibility from the campuses to for-profit corporations such as Coursera and McKinsey

Consulting. SUNY campuses are already successfully delivering online courses in keeping with their mission to educate the next generation; the mission of Coursera, and other private online higher education providers, is to turn a profit.

Protect the mission of New York state's public higher education system!

- ◆ **Faculty and staff must be involved** in all aspects of developing, implementing, delivering and assessing expanded online courses and access through Open SUNY.
- ◆ A comprehensive review of current online courses, prior-learning assessment and competency-based programs must be done to determine the most effective **current practices** and the feasibility of expanding those successful **student-focused approaches**—before turning to for-profit consultants.
- ◆ **Campuses should not contract** with any outside vendor to deliver online courses or programs without the prior approval of the relevant department, program or curriculum committee.
- ◆ The first line of SUNY's mission states "... **provide to the people of New York educational services of the highest quality.**" UUP calls on the chancellor to redirect SUNY to its essential educational mission and work collaboratively with our academic and professional faculty to ensure all new educational initiatives are academically sound and enhance the mission of SUNY: to provide quality, affordable and accessible public higher education to all New Yorkers.



UUP Contact Information

Members can contact their UUP chapter office for additional information and follow-up or they can contact UUP's statewide vice presidents at 1-800-342-4206 or via email:

Vice President for Academics Jamie Dangler, jdangler@uupmail.org

Vice President for Professionals Philippe Abraham, pabraham@uupmail.org

UUP Contingent Concerns Committee Labor-Management Notes

December 4, 2013

By Clinton Bennett, Philosophy, Contingent Concerns Committee

Administrative Attendees: Provost Phillip Mauceri; Executive Assistant to Provost Deborah Gould; Human Resources Director Dawn Blades; Associate HR Director Jodi Papa.

UUP Attendees: Clinton Bennett, CCC; Peter D.G. Brown, Chapter President; William Capowski, NYSUT Labor Relations Specialist; Beth Wilson, CCC Chair.

1. Adjunct office space/facilities. Follow up on this item from the November 11 meeting. Has there been any progress in identifying a space for a central adjunct office? What is the status of the lockers?

Beth Wilson asked if there has been any progress on this issue. Phillip Mauceri reported that a room has been identified in CSB, as indicated at the last meeting. He was talking with Facilities to coordinate this becoming an adjunct space. He also noted that when personnel return to or move into Wooster, when ready, additional space may become available. He had mentioned the importance of adjunct office space to Chairs. Deborah Gould reported that lockers were to be set up in a space located in Old Main. Wilson responded that adjuncts working in the School of Education School will certainly appreciate using these, but pointed out that lockers in the CSB space would be central to more adjuncts. The Administration took note of this, saying that there were other lockers that could be utilized.

Peter Brown asked, following up on the Provost's reference to meeting with Chairs, if he had reminded them that term-appointed adjuncts have voting rights. The Provost said that he had reminded them, provoking a few grumbles. Peter reiterated that this is in the Faculty by-laws.

2. Longer term contracts for long-serving part-timers. Follow up on this item from November 11. Is there any new information relating to the issuance of two-year contracts? Are there plans to maximize the number of one-year contracts issued for 2014-15?

Wilson emphasized that one-year contracts give adjuncts more security and asked whether adjuncts with perhaps eight years of service might be offered two-year contracts, as raised at the last meeting. In response, Dawn Blades and Jodi Papa summarized the issues involved, saying that the Trustee By-Laws defined adjuncts as annually employed. The break in service and in pay over the summer represents a major problem in issuing two-year contracts, which would not comply with the By-Law definition. William Capowski pointed out that full-time faculty members who opt to be paid over 10-months are also off the pay-roll during the summer. HR responded that this option is no longer offered to new recruits; the policy now is to pay full-time faculty for 12 months. While benefits continue through the summer for adjuncts, employment does not.

Blades said that offering two-year contracts for adjuncts was not something she could consider. She observed that CCC and HR look at this from different perspectives: CCC's priority is security for adjuncts, HR has to balance this with the need for flexibility. Gould indicated, however, that

issuing one-year contracts was a priority. HR asked for any examples of single-semester contracts so that they could investigate the circumstances, which may be due to expected low enrollments for programs or courses in particular departments. Mauceri stated that when adjuncts have taught the same courses with adequate numbers over a number of semesters, they would normally be given a year-long contract. Wilson asked that the possibility that long term adjuncts might be issued two annual contracts (one for the current year, one for next year) be kept on the table.

This segued into discussing whether adjuncts can claim unemployment insurance or not. This depends on whether they have a reasonable assurance of employment, even though they do not yet have a contract. Given that adjunct contracts always refer to contingency, some Administrative Law Judges rule in favor of applicants, while others do not. Capowski and Blades agreed that it is actually in adjuncts best interest to stress the contingent nature of their employment, not “reasonable assurance” of re-employment. Term-appointees who have not yet received a new contract, however, do have a reasonable assurance that they will be re-employed, per Blades. If this does not happen, due to enrollment issues, they would be entitled to a period of paid notice.

3. DSA. Has the administration determined the amount of the awards for the current round of DSA? Is there a plan for administering these awards in the future—will there be an application process, as there has been in the past?

Mauceri indicated, as he had at the last meeting, that the DSA award for part-time employees would be distributed among contingents, with the six who had submitted applications receiving an extra sum. Following discussion about the amount involved, he gave \$300 per employee as a ball-park figure. Those who were to receive this would be informed by letter before December 18th, when payment would be made. The roster of part-time employees had required revision (some listed are not contracted this semester). Future policy was under consideration – there is currently no committee to deal with this, since the former DSI committee is redundant.

4. Adjunct pay comparison. At the last part-time labor management meeting, the administration contended that New Paltz adjunct pay is the highest in the SUNY system. It appears that there are other campuses that currently pay more per course. Have you received specific numbers on this from SUNY Central?

Brown shared a report listing entry-level pay from adjuncts from 17 SUNY schools, indicating that two other campuses pay at or above \$3000 per 3-credit course. Replying to the Mauceri’s question about the source of this data, Brown responded that he had contacted UUP chapter presidents. He pointed out that this data was of limited use, since it did not indicate *mean* pay. Wilson said that before the link with base pay began, longer serving adjuncts had received increments that paid them considerably more than entering adjuncts. She was interested to know the current *mean* pay. Brown asked if this information could be made available for October 2013. Blades replied that it would be necessary to apply under Freedom of Information Law (FOIL), since staff time was limited. Brown said that he would look into the option of submitting a FOIL request.

5. Timeliness of contracts/payroll for Spring 2014. What is the current status of contract processing for the spring semester? Have all the appointment documents been sent out? How many adjuncts have returned their paperwork to date?

Wilson stated that she was aware that the delay in posting of fall 2013 contracts had been caused by the late arrival of the new *Agreement*, but she asked whether contracts for the spring were being sent out in a timely manner. Jodi Papa said that all efforts were being made to do so and that December 13th was the date to return these in order for adjuncts to receive the first pay check in 2014. She emphasized that contracts are usually not posted until courses have recruited sufficient students. Gould reminded the meeting that the administration did its best to help adjuncts meet deadlines when circumstances made this problematic. For instance, Clinton Bennett had been in Europe during the summer, and they sent him a PDF of his contract to facilitate its return on time. Blades said it would be useful if Wilson could email adjuncts to remind them of the deadline. She said that she would.

6. Kill fees for courses prepared but cancelled at the last minute.

Due to time constraints, this item was postponed until the first meeting in the spring.



Maria Mach and Anthony Adamo, Presidents of two campus CSEA Locals, speaking at a Mayday rally calling for \$5,000 starting salary per course for adjuncts.



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edTPA

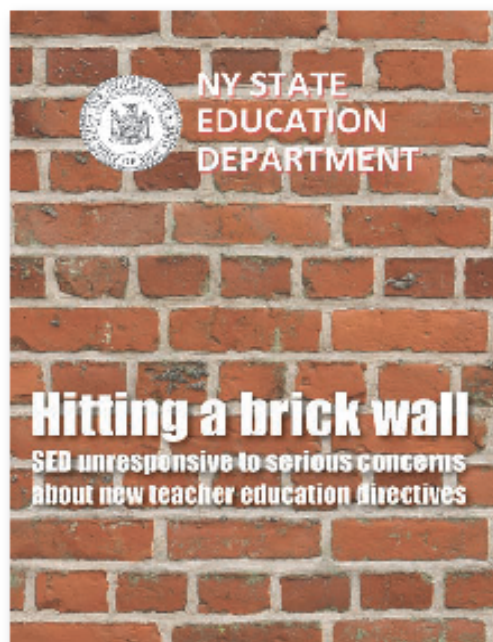
NY's new high-stakes teacher certification requirement has dire consequences for students and SUNY programs

What is edTPA?

The edTPA is a new high-stakes certification requirement for student teachers developed by the Stanford Center for Assessment, Learning and Equity (SCALE). The edTPA is a complex performance assessment with multiple components that include controversial videotaping in K-12 classrooms. Students in teacher preparation programs who plan to graduate in Spring 2014 must pass the edTPA to receive teaching certification in New York state.

Why are educators concerned?

The State Education Department (SED) has refused to push back its May 2014 edTPA implementation date, even though educators have not had enough time to modify their curricula and adequately prepare students to successfully complete the edTPA. SED predicts that up to 40 percent of graduating seniors will fail the edTPA and be denied teaching certification. SED has refused to listen to educators' concerns about the edTPA's validity as a predictor of teaching excellence.



College students and teacher prep programs have been set up for failure!

CALL TO ACTION!

UUP agrees that there should be a rigorous evaluation of student teachers before they are certified to teach in New York. However, we do not believe that the edTPA provides an accurate evaluation of our student teachers. UUP has a **seven-point action plan** to press for changes in the edTPA.

UUP urges SUNY, the Board of Regents, school boards and the Legislature to demand that SED **remove the edTPA as a requirement for teacher certification**. SED needs to develop a **new edTPA implementation plan** to ensure that students who have invested in their college education, successfully completed their teacher preparation program, and been sanctioned by experienced educators as prepared to enter the teaching profession are not unfairly denied teaching certification.



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Recommended Actions

◆ **Apply the edTPA for program completion only and eliminate it as a requirement for teacher certification.**

SED's implementation of the edTPA is inconsistent with its use in other states, and disadvantages our students relative to national patterns of education reform. New York is one of only two states that have made edTPA a high-stakes certification requirement. Other states are introducing edTPA with caution to assess its effectiveness, validity, and reliability. Washington state is also using edTPA as a high-stakes certification requirement, but has set a lower passing score than New York has. In this way, New York has distinguished itself as the state that is implementing the edTPA in the most unreasonable and educationally unsound manner.

New York's rush to make the edTPA a certification requirement has put our students at risk for unwarranted and unreasonable failure. SED is implementing the edTPA with an acknowledged failure

rate that could be as high as 40 percent. One SUNY campus reported a 50 percent failure rate for students who completed student teaching in the Fall 2013 semester. Many students who meet qualified educators' standards of excellence and complete their college degrees will be denied certification in New York because of SED's poor planning and implementation of the edTPA. Highly qualified and capable individuals could be denied certification because they did not have adequate time and training to prepare for the edTPA. This will have devastating personal consequences for a cohort of students caught in a poorly planned and executed experiment. It could also have serious consequences for college programs and institutions that will be held accountable for student failures caused by a dysfunctional situation created by SED.

◆ **Require SED to address questions about the validity and reliability of edTPA as a teaching excellence predictor.**

National validity and reliability studies that support the use of the edTPA are not applicable to New York's specific implementation of the assessment, despite SED's claims.

Unlike other states, New York's edTPA requires four tasks instead of three for elementary education students. This fourth task (the math assessment "sidecar" task) makes national edTPA reliability studies inapplicable in New York; those field trials

required only three tasks. SED continues to assert that national validity and reliability studies apply to New York, which is methodologically unsound.

There are serious questions about the **predictive validity** of edTPA. There is no research to support claims that the edTPA identifies quality teachers any better than existing certification requirements do. Predictive validity has not yet been established.

◆ **Adjust data profiles so edTPA data are not included until 2015-2016 academic year.**

The edTPA is not fully developed and has not been adequately implemented or tested for validity and reliability in New York. High projected failure rates are likely over the next two years, since teacher preparation programs are not equipped to fully prepare students for this new assessment.

Performance data from a student population that has not been educationally prepared for the edTPA are not valid. Publication of invalid data to be used to "rate" teacher preparation programs will inaccurately portray those programs and the institutions that house them.

◆ **Extend the timeframe for use of the edTPA.**

Teacher educators haven't had enough time to make necessary changes to programs to adequately prepare students for the edTPA. Given the circumstances, it is not possible for teachers to prepare students to successfully complete the edTPA until at least June 2015.

Extending the timeline would give faculty the time they need to align courses with the new assessments, integrate new content into programs, and assess the validity and reliability of the edTPA in view of all tasks required by the state. Due to its accelerated implementation timeline, SED failed to make edTPA assessment criteria available to teacher educators in a timely fashion. The criteria were also unclear in some cases. Curricular modification should begin as early as the sophomore year for effective edTPA use, but this has not been possible in New York. Pilot studies by colleges nationwide caution against introducing edTPA skills and language for the first time in a student teaching semester, yet this is occurring at our campuses.

Tasks to be accomplished during the extension include:

- Collaborate with P-12 to ensure adequate student teacher placements for edTPA administration;
- Obtain guidance from SCALE on **ALL** components of edTPA;
- Assess/apply field study data to fully develop the edTPA;
- Ensure that necessary elements of edTPA are appropriately embedded in college methods courses;
- Ensure that college programs have adequate resources to implement edTPA;
- Ensure that faculty members are adequately trained to implement edTPA; and
- Investigate the possible inappropriate overlap between college program and edTPA certification requirements.



◆ **Update state student teaching regulations to align with the Regents Reform Agenda.**

The edTPA does not align with state regulations requiring two seven-week student teacher placements. Students subjected to the edTPA will be assessed within two to three weeks of entering their first placement; this accelerated schedule is necessary so students can submit the edTPA and receive results from Pearson, Inc.—which designs and owns the edTPA delivery system—before graduation.

Students will be assessed on their teacher training before they have completed that training. SCALE recommends the edTPA be taken at the end of teacher training—not before the bulk of that training occurs. Subjecting our students to this assessment before completing teacher training is absurd. The edTPA cannot be a valid measure of students' teaching ability under the state's current student teaching structure.

◆ **Eliminate SED's recently adopted student teaching waiver.**

Teacher prep programs should have the flexibility to let students complete student teaching in one semester-long placement instead of two seven-week placements without going through a complicated waiver process—until state regulations have been

revised to accommodate education reforms such as the edTPA. This will help address a student teacher placements shortage that has developed due to poorly planned and implemented changes in P-12 and college level education programs.

◆ **Address possible inappropriate infringement on college curriculum by private corporations.**

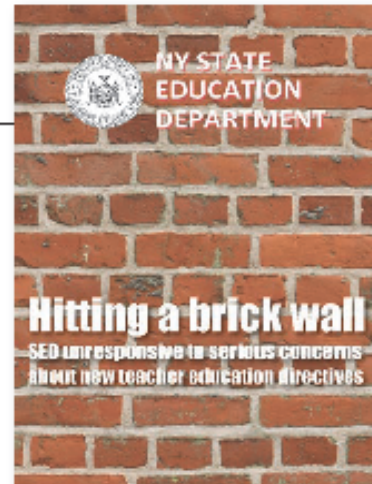
The for-profit Pearson, Inc. is embedded in the development and implementation of the edTPA, and will profit from it. Students pay \$300 to take the edTPA (\$100 per test section). They must pass each section and pay \$100 to retake each

part they fail. Since the edTPA requires modifications to college curricula, serious questions about the boundaries between college programs and certification requirements have yet to be addressed.

Protect the mission of New York's public higher education system.

Take Action Now!

- Call or write your legislators and area Regents to ask them to support UUP's **seven-point action plan**. To identify who represents your area, contact your chapter office, visit UUP's Teacher Education Task Force web page (see address below), or call UUP headquarters at 1-800-342-4206 (ask for staff in Research/Legislation).
- Join UUP colleagues in meetings with legislators and Regents in your area. Call UUP headquarters at 1-800-342-4206 for more information. Our Research/Legislation Department staff will link you with other interested colleagues and schedule group meetings.
- Discuss UUP's concerns and action plan with campus governance/senate leaders to encourage discussions on your campus.
- Contact your UUP chapter officers if you are interested in getting involved in our efforts to monitor and address teacher education issues. Your chapter may have a UUP Teacher Education Committee or be interested in forming one if members are willing to assist.



UUP Contact Information

For more information or guidance, members can contact Jamie Dangler, UUP's statewide vice president for academics and UUP Teacher Education Task Force chair, at 1-800-342-4206 or via email at jdangler@uupmail.org

Visit UUP's **Teacher Education Task Force** web page at <http://uupinfo.org/committees/teached/taskforce.php>

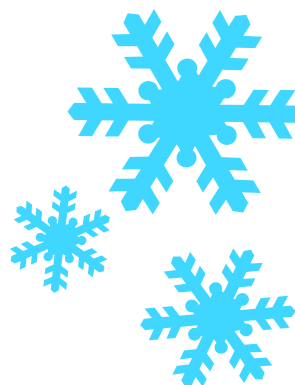
End of the Semester Chapter Gathering at Bacchus, December 10



Beth Wilson and Amy Pickering



Carole Cowan, Barbara Caldwell
and Peter D.G. Brown



From Left to Right: Diane Strauss, Brendan Lowe, Abigail Robin,
Sam Fischer, Keron Lewis and Paul Chauvet

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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.

February/March

Su	Mon	Tue	Wed	Thu	Fri	Sa
9	10	11	12 Executive Committee Meeting, 11:45 am, CSB 110	13	14 Labor-Management, 3:30 pm	15
16	17	18	19 Chapter Meeting, Noon, College Terrace	20	21	22
23	24	25	26	27	28	1
2	3	4	5 Executive Committee Meeting, 11:45 am, CSB 110 Labor-Management, 4pm	6	7	8
9	10	11	12 Department Representatives Meeting, Noon, CSB 110	13	14	15

Executive Committee 2013-2015

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www.newpaltz.edu/uup



Left to Right: Statewide VP for Professionals Philippe Abraham, NP Delegates Kevin Saunders and Donna Goodman, and statewide VP for Academics Jamie Dangler at Outreach Workshop, January 29, 2014.

Photo by Carol Rietsma

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