Here we go again. Like last year and the year before, the NYS Executive Budget provides flat, year-to-year funding for SUNY community colleges.

Fortunately, for the past two years we were able to convince the state Assembly and Senate to increase state aid by $150 per full-time equivalent (FTE) student in each of those years. A very laudable achievement, especially in light of the fact that it is nowhere near the funding community colleges received in 2008-09. Yes, that year the state aid FTE rate was $2,675.

What happened? In 2009-10 there was a mid-year cut in FTE aid of $130, lowering the funding to $2,545 per FTE. In the 2010-11 budget FTE funding was reduced an additional $285 per FTE, lowering the rate to $2,260. We have been working hard ever since to get state funding back to 2008-09 levels, at the very least.

The 2014-15 Executive Budget provides no increase in base aid to our current level of funding of $2,422 per FTE.

I know I just rattled off a lot of FTE funding history, but I feel it is important for you to understand why we all need to get involved and urge our elected officials in Albany to fund its community colleges.

NYSUT is doing its part as well. It has launched a public higher ed campaign to “Keep New York a State of Mind.” Specifically, NYSUT is calling upon the state to support a Public Higher Education Quality Initiative, developed in concert with its higher education affiliates that would:

- create an endowment to restore and build SUNY and CUNY academic departments through the addition of full-time faculty and professional staff, ensuring the quality programs, courses and mentoring students deserve
- increase operating aid to CUNY and SUNY four-year

continued on page 4
World renowned public speaker Rawsi Williams correctly observed that “To do what nobody else will do, a way that nobody else can do, in spite of all we go through, is to be a nurse.”

Assisting students to achieve these lofty goals, Conni Green, an associate professor of nursing on the Ammerman campus, has devoted her life to pushing herself and her students to accomplish greatness in this difficult field.

Graduating from Stony Brook University with an M.S. in psychiatric nursing and from C.W. Post with an M.S. in counseling, Conni has been at SCCC full time since 2006. She has been a registered nurse since 1987.

Her professional specialty is psychiatric nursing, and she has practiced in both inpatient and outpatient settings. Conni’s extensive work in the field has given her a broad range of experiences to draw from when teaching her classes. Her goal is to help all her students reach their full potential and fulfill their dreams of entering the nursing profession, a profession which demands not only knowledge and expertise but also compassion and a deep understanding of the healing process.

With such a wide range of specialties and areas of study in the nursing field, Conni’s focus has been on mental health issues. Her favorite class to teach is Adult Mental Health Nursing. Conni feels that it is a privilege to help students learn how to care for those who suffer with mental illness, a condition often unfairly stigmatized in society. For her classes, she practices a down-to-earth pedagogical approach that allows students to feel comfortable in the classroom. At the same time, Conni expects a lot from students and pushes them to excel academically and professionally.

Nursing is a challenging field, and the preparation and training to be a nurse must be able to meet these challenges head on. Clearly, Conni’s style of teaching is working as students appreciate the way she can combine theory and experience to give a well-rounded view of the profession.

Her effect on students has extended into the surrounding community. Recently, Conni ran into a former student who professed how much she loved her class. Inspired by Conni’s example, the student felt that the mental health nursing course she took with Conni was the most important in her post-SCCC work as a hospice nurse. Conni values and appreciates this kind of feedback, confirming her belief that mental health nursing is key to preparing nurses with the know-how to deal with all kinds of medical situations.

Conni’s educational philosophy transcends the classroom and is equally resonant at home and on the job: Work hard, help others and try to have a little fun along the way. Conni’s passion for teaching and for nursing is also evident in her commitment to the Faculty Association as she feels secure knowing the FA is there to support her and her colleagues, promoting excellence in all of us.

Looking toward the future, she hopes to continue coordinating the Annual Nursing Leadership Conference. She has coordinated five of these prestigious events so far. In terms of teaching, Conni has been pursuing mindfulness as it relates to nursing. She co-created an eight-week mindfulness program for nursing students that was published on a nursing website and has presented on the topic of mindfulness in nursing
• **Spring 2014 adjunct/overload checks:** According to payroll, for the spring 2014 semester, there will be seven adjunct/overload paychecks beginning March 6 and ending May 29 as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Paycheck Date</th>
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<tbody>
<tr>
<td>March 6</td>
<td>May 1</td>
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<td>March 20</td>
<td>May 15</td>
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<td>April 3</td>
<td>May 29</td>
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<td>April 17</td>
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• **Prescription drug claim forms:**

2013 Benefit Fund prescription drug claims must be received by Daniel H. Cook by April 30.

Express Scripts does not mail prescription drug printouts; go to www.expresscripts.com and register your online account for your prescription history. You can also obtain one from your pharmacist(s). The Prescription Drug Claim Form is available at the Benefit Fund office, Southampton 224D, Ammerman campus, or on our website: www.fascc.org/beta/docs/rx2010.doc. For assistance, call Mary at 732-6500.

• **EMHP claims deadline:** Faculty must submit all unpaid 2013 medical claims to Empire Blue Cross by March 31 to receive reimbursement for covered out-of-pocket expenses.

• **Conference attendance funding:** Full-time faculty members have $1,500 available to support conference attendance until August 31, 2015.

• **Spring 2014 corrections to FA wall calendar:** Our wall calendar erroneously indicates no classes for Easter on March 14-16. There will be classes on those dates. Instead, it should indicate no evening classes on April 14 for Passover and no classes on April 19 and 20 due to Easter. Sorry for any inconvenience.

• **N days, V days, U days and snow days:** In Article IV, A.20, the contract states the following: “All employees covered by this agreement, who are scheduled to work, shall be excused from duty on days when classes are canceled and classroom faculty are excused from attending.”

If a librarian has an N day scheduled and there is a snow day, the member is on an N day, is not scheduled to work and therefore is not excused from duty. They charge an N day.

Similarly, if a PA is on vacation or unscheduled holiday and there’s a snow day, the member is on vacation, is not scheduled to work and therefore is not excused from duty. They charge a V day or a U day as appropriate.

• **Nonclassroom faculty and cancellation of activities:** As noted above when classes are canceled and classroom faculty are excused, nonclassroom faculty are also excused. Questions arose on January 10, however, because the college alert said the college canceled all activities after 12 p.m. Since classes weren’t canceled, if nonclassroom faculty left early on that day, they will have to charge the time as a P, N or U day.

• **Academic calendar and snow/storm days—a message from our president:**

It is clear to me that the academic calendar needs to be reevaluated.

There have been too many storms over the last few years that have challenged our ability to meet our state requirements for class time with our students.

The FA has been discussing options with the college as to how we can address these challenges. There are several options. We could begin our year in late August. Or we could, like other colleges, move to a 14-week day schedule. After all, we do have a 14-week evening schedule.

It seems to me that these might be options worth discussing with the college.

Please email me if you have any other suggestions which we might discuss with the college regarding the academic work year: kevin@fascc.org.

Kevin Peterman
High ed campaign launches new Facebook page

Keep New York a State of Mind

Take a minute to visit and “like” the new Facebook page for Keep New York a State of Mind, NYSUT’s statewide campaign on behalf of public higher education.

Share it with your colleagues and other Facebook friends!

Fax your legislators!

Go to mac.nysut.org and click the link to support the Public Higher Education Quality Initiative.

Enter your information, review the letter and click “send fax” to each of your reps. That’s it! Your good work is done!

Same $hit, different year
cont. from page 1

campuses and raise community college base aid

• invest strongly in student financial aid and opportunity programs

• update and reform the state’s Tuition Assistance Program.
  (source: NYSUT.org)

FA leaders will be going to Albany to participate in NYSUT’s Higher Ed Lobby Day on February 25 as well as NYSUT’s larger effort on March 4, the Committee of 100, to lobby for support for all public education and labor issues.

As I do every spring, I’m asking that you participate in our campaign to increase state funding for higher ed. The FA will soon be sending you an email request to take one minute of your time to fax your legislator. All it takes is a few clicks and you will be participating in our democratic process. You will be helping the college and our students to get their fair share of funding.

I know your participation will make the difference. For the last two years, with your help, we were able to get the state to increase community college funding (FTE base aid) by $150 each year.

Proving once again: activism works!

AFT offers ten $1,000 grants and four $8,000 scholarships
by Cynthia Eaton

Have an idea to help students succeed at SCCC? Do you have a vision for a project that can level the playing field between the haves and the have nots?

The AFT’s Robert G. Porter Scholars Program can help make that vision a reality.

This AFT program offers implementation grants of $1,000 each to ten AFT members who seek to implement ideas for their union about the role union members can play in collectively reclaiming the promise of a more just society for all. Both full-time and adjunct FA members who have at least one year as an AFT member in good standing are eligible.

In addition, if you have a child who is a graduating high school senior with plans to attend college, the AFT annually offers four merit-based $8,000 scholarships. Again, both full-time and adjunct faculty who have been AFT members for at least one year are eligible to apply.

Porter, the late AFT secretary-treasurer, was a union activist who dedicated his life to championing the rights of working people, promoting civil rights and ensuring that the union was a vehicle for enabling the growth of members’ ability to achieve justice.

Begun in 1993, the Porter Scholars Program has awarded almost $500,000 to support AFT members’ educational goals.

Find details about both at www.aft.org/benefits/scholarships/eligibility.cfm. Applications are due March 31, 2014.

As I do every spring, I’m asking that you participate in our campaign to increase state funding for higher ed. The FA will soon be sending you an email request to take one minute of your time to fax your legislator. All it takes is a few clicks and you will be participating in our democratic process. You will be helping the college and our students to get their fair share of funding.

I know your participation will make the difference. For the last two years, with your help, we were able to get the state to increase community college funding (FTE base aid) by $150 each year.

Proving once again: activism works!
Union membership in our state is up.

That’s right. Up.

In its “Union Members 2013” report released last month, the Bureau of Labor Statistics indicates that “among states, New York continued to have the highest union membership rate (24.4 percent).” The national average is 11.3 percent. This represents an increase in 2013 of an estimated 145,000 union workers according to the New York State AFL-CIO.

Since the Occupy Wall Street movement first engaged the world’s attention, there has been a lot of work in our state to bring attention to the complex problems caused by massive income inequality.

Could this be a small sign that things might be improving? Are more people realizing how the fundamental principles of unionism improve the conditions of all workers—union and non-union alike?

Or is that too optimistic?

**Brief history of academic unionism**

I am fascinated to see how people, off campus and on, react to the fact that I’m an FA officer and to the idea of unionism. I’m actually pleased when people question the concept of unionism. It doesn’t offend me. It presents an opportunity to engage in dialogue about what unions are all about.

Here’s a common assertion: “Unions are what’s wrong with education. They’re all about protecting their members rather than doing what’s best for students.”

If something inherent in the nature of unions necessarily does harm to the educational system, how to explain that some of the best educational systems in the world are more heavily unionized than the U.S.? Finland and Canada come to mind.

Also, how to explain that southern right-to-work states score lower on most academic measures than unionized states? Many studies have shown that charter schools, which are primarily nonunion, perform the same as or worse than unionized public schools.

Some people, I’ve found, simply aren’t aware of the history of academic unionism. They don’t know that John Dewey and Albert Einstein were ardent unionists. They don’t recall—until reminded—that the night Martin Luther King Jr. was assassinated, he had come to Memphis to support the strike of a sanitation workers union, the majority of which was impoverished blacks.

These conversations inevitably lead to a debate about the purpose of unions, one major tenet of which is fighting for social justice, based on the belief that all people should have equal economic, political, and social rights and the opportunity to realize their potential.

When the American Federation of Teachers was formed in the early 1900s, industrialization had brought significant changes to our country. Workers grew dissatisfied with their lack of voice on the job, unsafe working conditions, long hours and low pay. In 1924, the New York Ladies’ Garment Workers’ Union went on strike for an eight-hour workday and a five-day week.

Then, as now, there was a sizable gap between a small group of super wealthy individuals and the masses of working people. Labor unions across a variety of industries and organizations began to grow in response to the need to fight for improved working conditions and pay.

Then, as now, teachers sought to form unions because they perceived those in control of curriculum and policy as too business minded. During this time progressive educators like John Dewey were advocating for innovative philosophies that challenged traditional pedagogical strategies. Arguing that unions are a form of—and a force for—democracy, early union organizers fought to ensure that the voices of the people doing the work were heard when policies, procedures and curricula were being crafted.

**Rather than fighting against, what are we working for?**

Susan Meisenhelder said something last summer that I can’t stop thinking about. Former president of the California Faculty Association, she has been active with the Campaign for the Future of Higher Education (CFHE) for the past few years. When I first met Meisenhelder at a CFHE meeting last summer, she said she often hears from younger faculty that they perceive unions as too negative.

They say: Union leaders are always complaining about administration, about politicians. They say: Unionists
Mythbusters: Promotion edition
by Sean Tvelia

Since I started at the college in 1998, I’ve heard more than a few myths about promotions.

“You have to run yourself ragged serving on a million committees or you’ll never get promoted!” or even worse “It’s all about who you know!”

Regardless of who you may know, having served as CPC chair, I can honestly say these are myths.

There are other myths too. If you’re up for promotion now or in the near future, you’ll want to attend one of the upcoming campus promotion workshops to gain some clarity into the process and procedures.

Meet the mythbusting team

In the coming weeks faculty who meet the time in rank requirements for promotion will receive letters from the college informing them of their eligibility for promotion.

Although the FA is not part of the final decision making process, we are here to advocate for you and assist you through the entire process.

It’s important that before you apply, you attend one of the three promotion workshops that will be offered this semester. The workshops are led by me and your campus executive dean.

Why should you attend, especially if you’ve attended on in the past?

1. The expectations for promotion are different for each rank.

2. Each applicant has a unique situation—individual experiences with teaching/working, service, and professional development—so this is your chance to get answers to your own questions from me and your campus executive dean.

If you haven’t already done so, you can RSVP for the promotion workshop (and the faculty development workshops too) at on the FA’s events page (https://afl.salsalabs.com/o/4013/c/476/p/salsa/event/common/public).

Eligibility for adjuncts and full-time faculty

If you are full time and plan to apply, remember that although the full application is not due until June 15, you must submit the cover page of the A Form to your chair or immediate supervisor by May 15, 2014.

If you are an adjunct, the full application is due by March 14, 2014.

Applying for assistant professor

Full-time faculty hired with the rank of assistant professor or granted a promotion to assistant professor on or before September 2011 or hired January or February 2012 with the rank of assistant professor are eligible to apply for promotion to associate professor by June 15, 2014. Adjuncts who have served for at least 14 semesters or obtained 54 teaching hours as adjunct assistant professor need to apply by March 2014 for promotion to adjunct associate professor.

Applying for associate professor

Applying for professor

Full-time faculty hired with the rank of associate professor or granted a promotion to associate professor on or before September 2011 or hired January or February 2012 with the rank of associate professor are eligible to apply for promotion to professor by June 15, 2014. Adjuncts who have served for at least 18 semesters or obtained 69 teaching hours as adjunct associate professor need to apply by March 2014 for promotion to adjunct professor.

Applying for PA and specialist ranks

Full-time faculty hired with the rank of PA, PA1 or specialist or granted a promotion to PA, PA1 or specialist on or before September 2011 or hired January or February 2012 with the rank of PA, PA1 or specialist are eligible to apply for promotion to PA1, PA2 or specialist 2 (respectively) by June 15, 2014. Adjuncts who have served for at least 14 semesters adjunct professional

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are always fighting against things. They’re always out to get somebody.

So Meisenhelder has worked hard to help keep CFHE focused on proposing positive solutions to various challenges facing higher education today. It echoed the first thing I learned at the NYSUT/Cornell Leadership Institute I attended in 2001: there is a significant difference between transactional leadership and transformational leadership.

Transactional leadership is exemplified by the phrase “you scratch my back, and I’ll scratch yours.” It attempts to exact cooperation and productivity through a system of rewards and punishments. It reflects the many small ways organizations have to function day to day to get work done.

Transformational leadership, on the other hand, aims to transform an organization. Transformational leaders seek to inspire collaboration and productivity by serving as role models, by showing how individual effort improves collective outcomes, by developing and then working toward a shared vision of the future.

Both transactional and transformational leadership are needed for organizations to function but without transformational leadership, growth and innovation are nearly impossible.

We get it

The FA that I believe in and work hard for gets this.

The FA cares first and foremost about ensuring high quality public education—about what’s best for our students. The FA has long asserted that our working conditions are inextricably linked with our students’ learning conditions. Reams of research show that happy workers are more productive workers.

The FA helps members join together to have a voice in their own working conditions and the issues they believe in. The FA negotiates for a safe workplace, fair pay and benefits and equal treatment of members without regard to race/ethnicity, national origin, sex, gender identity or gender expression, religion, age or (dis)ability.

The FA communicates internally and externally to increase awareness of the issues that shape our professional lives and advocates to procure the resources we need to do our jobs well. The FA engages in a variety of social justice efforts throughout the year, every single year.

The FA encourages its membership to exercise their right and duty as citizens to participate in the political life of our local, state and national communities. The FA believes, like John Dewey, that unions are a form of and a force for democracy.

The last principle is most salient. We need all of our members to be involved, to know that we—every single one of us—are the union. You are the union. I am the union.

Understanding this philosophy is the only way we can keep our union, and all unions in our state and nation, moving forward and looking up.
Promotion criteria for full time and adjunct faculty
by Sean Tvelia

Full-time Faculty

- promotion to assistant professor
- promotion to associate professor
- promotion to professor
- promotion to professional assistant (P1)
- promotion to professional assistant (P2)
- promotion to specialist 2
- three (3) years as instructor
- four (4) years as assistant professor
- five (5) years as associate professor [with mid-term evaluations]
- four (4) years as professional assistant
- four (4) years as professional assistant (P1)
- four (4) years as specialist 1

Adjunct Faculty

- promotion to adjunct assistant professor
- promotion to adjunct associate professor
- promotion to adjunct professor
- promotion to adjunct professional assistant (P1)
- promotion to adjunct professional assistant (P2)
- ten (10) semesters and thirty-nine (39) teaching hours as adjunct instructor
- fourteen (14) semesters or fifty-four (54) teaching hours as adjunct assistant professor
- eighteen (18) semesters or sixty-nine (69) teaching hours as adjunct associate professor
- fourteen (14) semesters as adjunct professional assistant
- fourteen (14) semesters as adjunct professional assistant (P1)

Educational Requirements*

Below are the general educational requirements for each rank. There are some variations for some areas. In addition, faculty may request a substitution of performance/experience for credits toward promotion. Please check the FA website for a complete list of educational requirements and for the credit substitution form: Request For Substitution of Performance/Experience/CEU’s/Undergraduate Credit for Credits Toward Promotion. For faculty hired before 8/28/06, these are the minimum educational requirements for promotion:

- promotion to assistant professor
- promotion to associate professor
- promotion to professor
- promotion to professional assistant (P1)
- promotion to professional assistant (P2)
- promotion to specialist 2
- masters
- masters plus 18 credits
- masters plus 36 credits
- bachelors
- bachelors plus 15 credits
- masters

For faculty hired on or after 8/29/06, these are minimum education requirements for promotion:

- promotion to assistant professor
- promotion to associate professor
- promotion to professor
- promotion to professional assistant (P1)
- promotion to professional assistant (P2)
- promotion to specialist 2
- masters plus 6 credits
- masters plus 21 credits
- masters plus 36 credits or two masters
- bachelors
- bachelors plus 15 credits
- masters

* Faculty who need to take courses to meet the above criteria must have prior approval from their campus executive dean.
I love Paris in the springtime:
Why Leslie Derenfeld is our most prolific Wheels presenter
by Cynthia Eaton

“I’ll bet you a nickel you can’t read this correctly.” The challenge came with a daring smile from the father of Leslie Derenfeld (Early Childhood Education).

Challenge accepted, Derenfeld’s father would hold up a sheet of paper with this sentence:

I love Paris in the
the springtime.

In nearly every instance, the reader would skip the second “the,” leaving Derenfeld’s father another chuckle and another nickel richer.

Derenfeld shares this story with elderly residents at area assisted living facilities during her Professors on Wheels presentation “Use It or Lose It: Exercise Your Brain.” The single most prolific presenter in the Wheels program, Derenfeld works to keep her audience active and engaged.

“They’ve been robbed,” she declares. “These are retired doctors, lawyers, accountants, teachers and we need to give back to them their sense of self-worth, their belief in themselves.” Derenfeld points out that, for most residents, their daily lives are filled with well intentioned people offering to help them, to do things for them, to feed them, to bathe them.

“I start this presentation with my father’s favorite optical illusion to remind them that their brains are smart. The brain knows that extra ‘the’ is superfluous, so it just skips right over it. Their brains are still sharp.” Offering residents a series of oversized laminated optical illusions, Derenfeld challenges them to solve each one.

“One woman just shut down and claimed ‘I can’t do this.’ I didn’t let her off the hook. I kept encouraging her, ‘You can do this. Of course you can. Try. Just look.’” With persistence, Derenfeld says, she finally warmed up and started spotting all of the illusions. Afterward, the woman pulled Derenfeld aside: “Thank you for making me feel smart again.”

“You have always been smart,” Derenfeld replied.

Each of Derenfeld’s three Professors on Wheels presentations are carefully designed to build upon a common body of knowledge—information she feels confident all of them will know—and then build upon that in interesting ways. For her Mother Goose presentation, she talks about common nursery rhymes. The residents relish sharing sweet memories of favorite rhymes told to their children and grandchildren.

Then Derenfeld shares some historical origins of Mother Goose rhymes, to the delight of her audience. “It’s all about taking what they already know and building upon that.”

Her latest presentation is about Dr. Seuss. A post-Mother Goose conversation led Derenfeld, a retired librarian, to ask whether residents are familiar with the different ways Dr. Seuss books have been interpreted. Now, she has a third presentation to help her elderly friends think about Theodore Geisel’s environmental messages in The Lorax and his political messages in Yertle the Turtle.

Derenfeld asserts that Professors on Wheels presentations are the reason many residents get up in the morning. The basics of food, clothing, shelter and health care are all ably provided, so it’s the opportunity to learn something new, to meet someone knew, that makes each day worth it.

She continues, “I refuse to speak down to them. These are our parents and grandparents. This is the way we can give back for all those years of warm hugs and kisses, cold milk and cookies. This is the way we can help them revitalize their self-esteem.”

And, of course, Derenfeld does it all without charging them a nickel.

Professors on Wheels is an initiative created and managed by the FA to bring educational lectures, workshops, and classes to senior residents of local nursing homes, rehabilitation centers and assisted living facilities.

FA members and others within our college community volunteer to do brief presentations (30-60 min.) for seniors. They speak on any topic of their choice, based on their areas of expertise or personal interest.

Some facilities even hold graduation ceremonies for residents who attend a certain number of classes, as done at The Arbors (right).
Understanding seniority rank

Questions often arise about how adjuncts’ seniority ranking can seem to increase or decrease radically from semester to semester. This happens because the seniority lists are constantly in flux.

For example, say that you were ranked #14 college wide in your department in fall 2013, and you discover that you are ranked #20 in spring 2014. Why does this happen? A number of factors come into play:

- Some adjuncts only work in the fall or in the spring semesters.
- Adjuncts can remain on the seniority list for up to eight semesters without receiving an active assignment.
- Seniority is calculated on both number of semesters served and number of contact hours served.
- Seniority is college wide, so the seniority list in your home campus department/area doesn’t give the full picture.

So if you were ranked #14 last fall, but this spring three more senior adjuncts who are spring-only get assignments, another more senior adjunct who has been away for two years comes back and gets an assignment and two peers earned more contact hours than you did last fall, then you could easily find yourself suddenly ranked #20.

Detecting misassignments

Adjunct faculty also call with this question about assignments: “How do I know if a class or assignment should have been given to me if I don’t know which adjuncts are more or less senior than me?”

Every adjunct at SCCC has the right to know their seniority standing in relation to others in their department or area. You can now log into MySCCC and see how many semesters and hours you have. Click the faculty tab, then adjunct faculty seniority.

Now, what about other adjuncts?

To find out, contact me by email (cynthia@fascc.org) or call the Office of Faculty and Professional Advancement, or OFPA (451-4225, 451-4307) and give the names of the specific individuals whose seniority rankings you’d like to know.

Sometimes adjuncts ask me to review all assignments in their area just to see if any mistakes were made. I cannot do this without speaking with you first because assignments are made not on seniority alone but also on campus preference, certifications and the availabilities that you entered in your NORA form.

Since you know that information, you should look at all of the courses/assignments, see which ones you believe should have been given to you, make a list of the adjuncts currently holding those specific assignments, then call me or OFPA with those names.

Neither OFPA nor I can provide you with a set seniority list but if you give us specific names, we can confirm whether or not those adjuncts are less senior than you.

If a less senior adjunct has been given an assignment for which you’re certified, on a campus and during a time that you listed as available in your NORA form, then you should contact your chair and me immediately.

Certification requests and promotion applications due March 14

To request certification for courses or assignments, you should write a letter to your academic chair or immediate supervisor and provide documentation of your qualifications.

Adjunct promotion application forms are on the FA website.

Upcoming NORA deadlines

Finally, here is a reminder of the upcoming NORA due dates.

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<tr>
<th>Summer 2014</th>
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<tr>
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<td>Assignments posted:</td>
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<td>Accept/decline due:</td>
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As chair of the elections committee, I would like to remind the membership that elections are being held this spring for the following Executive Council seats according to the rules in Section VII.B. of the FA Election Procedures, which reads in part that “The EC rep in each constituency shall be designated the elections chairperson of that constituency, and shall conduct elections, unless he/she is running for office, in which case an acting elections chairperson shall be designated.” EC reps whose term expires are in parenthesis.

The following timetable will govern the election for reps from the Ammerman, Eastern, and Grant campuses:

- March 13, 12 p.m. Request for nominations
- March 31, 12 p.m. Close of nominations (nominations must be submitted to FA office in writing)
- April 21 Ballots will be mailed to the homes of voting members in all college-wide open elections*
- May 6, 12 p.m. Close of voting, ballot counting
- May 8, 3:45 p.m. Certification of election results at EC meeting
- June 3, 1 p.m. Terms begin for elected EC reps

* If you’d like to become—or verify that you already are—a voting member, contact Anita (451-4151 or anita@fascc.org).

Full-time Representatives

Ammerman
- Music, Visual Arts, Theatre, Philosophy, Women's Studies (Alex Nohai-Seaman)
- Nursing, Health and Human Services, Physical Education (Lisa Aymong)
- Biology and Physical Sciences (Matt Pappas)
- Accounting and Business Administration/Business Law (Kevin McNamara)
- English (Maria Kranidis)
- Engineering, Computer Science, Industrial Technology (Mike Simon)

Eastern
- Library, Humanities, Counseling (Louise Johnston)

Grant
- Nursing, Health Science, PE, Veterinary Science (Al Heraghty)
- Library, Counseling, Media (Mohini Ratna)
- Humanities (vacant)

In the case of at-large college-wide, constituent-based PA representatives as well as the adjunct representatives, the FA elections committee will conduct elections.

College-wide Constituent-based Representatives

- Technical Areas, Instructional Centers (Steve Ortiz-Rios)

Adjunct Representatives

- Business, Accounting, Communications, Telecom (Marcial Gallimore)
- Nursing, Physical Education, Health Sciences (Sarahjeanne Goldstein)
- Foreign Language/ESL/ASL/Reading (Marshal Stein)
- Social Sciences (Frank DiGregorio)
- PAs/Specialists - Skills Centers (Maureen Sandford)
- PAs/Specialists - Instructional Labs (vacant)
When my term started as grievance officer, I wasn't sure exactly what I was in for but needless to say it has been quite a year, and it has been great working with such wonderful faculty and administrators.

I have handled a variety of faculty issues but one seemed to keep surfacing: the procedure for the assignment of overload courses. I figured it is time to write an article for The WORD to hopefully clear up any misconceptions on the topic.

After working closely with Associate Dean for Faculty and Professional Advancement Chris Gherardi, the FA and the college agree on the following procedure for assigning overload courses:

- Full-time faculty must first fill out the overload request in the portal in a timely fashion as directed by the Office of Faculty and Professional Advancement. This overload request should include the discipline and campus preferences for the first and second round course (fall and spring).
- Faculty should submit to the academic chair(s) their requests/preferences as to which classes and sections they would like to teach in priority order.
- Overload assignments are to be performed only after full-time regular load assignments are completed.
- Overload shall be assigned to faculty in the order of the three categories listed below in a round robin fashion based on seniority. Faculty in one category shall have priority for one overload assignment before faculty in the subsequent category shall have the opportunity for an overload assignment. It is understood that each faculty member in all of the three categories shall receive one overload assignment before any faculty member shall receive a second overload assignment. This may require that an academic chair contact his/her counterpart at the 2nd or 3rd choice campus if no course is available on the 1st choice campus. The three categories are as follows:

1. Full-time faculty assigned to a discipline full time and members of the college administration appointed prior to 10/10/1974. Seniority is based on the number of years of professional service

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Conni Green
cont. from page 2

at the college. If two faculty members have an equal number of years of service at the college, the faculty member having the higher academic rank shall have greater seniority. If those are equal, the faculty member with the greater number of years of service in rank shall have the greater seniority. In those cases where all the preceding factors are equal, seniority for the purposes of overload assignments shall be rotated on an annual basis.

2. Full-time faculty outside the discipline who are qualified to teach in another discipline. Seniority shall be held by the full-time faculty member with the greatest number of credit hours taught in the secondary discipline. Where credit hours taught in the second discipline are equal, seniority for overload assignment shall be based on college-wide seniority. In the non-classroom areas, seniority is based on the number of semesters worked in that discipline. Where the number of semesters worked in the discipline are equal, seniority shall be based on the total number of credits worked in that discipline.

3. Full-time members of the college administration who were appointed subsequent to 10/10/1974.

• Full-time faculty are to receive their full complement of overload before courses are made available to the adjuncts.

Dean Gherardi and I also agreed that this procedure will be disseminated to all deans and academic chairs so that they are aware of how overload courses should be assigned.

Hopefully this clears up any confusion in the future. If you ever feel your contractual rights are violated or have a question I can help you with as grievance officer, don’t hesitate to contact me.

Have a great spring semester!

education at several conferences. She hopes to publish the results of an IRB-approved research project that she conducted with a fellow faculty member as well. Last but certainly not least, Conni is planning to include ethics as a more formalized topic in the nursing program.

As all of us grow older and more fragile with age, it is a relief to know that a stellar educator such as Conni Green is training the caregivers of tomorrow.
“This is not the first time girls have been burned alive in the city. Every week I must learn of the untimely death of one of my sister workers. Every year thousands of us are maimed. The life of men and women is so cheap and property is so sacred. There are so many of us for one job it matters little if 146 of us are burned to death.”

Union activist Rose Schneiderman spoke these words 103 years ago, less than two weeks after the horrific Triangle Shirtwaist Factory fire killed 146 people, many of them young immigrant women. A recent shopping experience reminded me of this and other, more recent tragedies.

I was in a changing room after trying on a pair of jeans. I’m no fashion maven (no news there) but finding jeans that fit is a big event. These particular jeans were perfect. The length was dead-on. They were snug where I wanted them to be snug, roomy where I needed more stretch. Just right.

But my Goldilocks moment turned to dismay when I wondered: where were they made? It was just a few months after a Bangladesh garment factory building collapse killed 1,129 people. That followed a garment factory fire that killed over 100 workers.

What if the jeans were made in Bangladesh? Should I look at the tag to find out? This was my first-world problem in a nutshell: if they were made in Bangladesh, they would likely be from a sweatshop. I’d have to return them to the shelf and leave empty handed.

While I sat in the changing room, I recalled the stories of Bangladeshi workers who tried to unionize and were met with violence. It was just like the history lessons about the Triangle Fire and the ages-ago efforts to unionize and fight for better working conditions. Except it isn’t history. It’s now.

And what if the jeans were made in the U.S.? Would that insure a unionized, humane factory setting? Not necessarily. Remember that song from the television public service announcement? “Look for the union label, when you are buying a coat, dress or blouse….”

The feel-good ending to this story would be that I checked the label and discovered that the jeans were made in a union factory. A less feel-good ending would be that I checked the label, discovered they were made in Bangladesh and, in a moment of unity, put them back on the shelf.

My confession is that I didn’t check the label. I bought the jeans. I’ve had them for a while now and still haven’t checked to see their country of origin. My post-shopping, first-world guilt led me to vow, this past holiday season, to check every label. And I did, putting many items back on the shelves. I looked at websites listing union made gifts, sought out fair trade items and tried to shop accordingly.

But as I sit here writing, wearing my very comfortable jeans (and realizing they are not “just right,” despite their fit), I read the rest of the grief-driven speech made by Rose Schneiderman that day in 1911: “I can’t talk fellowship to you who are gathered here. Too much blood has been spilled. I know from my experience it is up to the working people to save themselves.”

Despite the factory collapse that killed more than 1,100 workers, efforts to organize exploited workers into unions continue to be thwarted. Human Rights Watch reported in early February that factory owners continue to use intimidation, beatings and murder threats to prevent employees from organizing or joining a union. Check your clothing labels! Buy as many union-made products as possible. Visit sites like unionlabel.org and www.unionplus.org/buy-union-made to learn more.
You want money? Let me help you apply for funding
by Marie Hanna

So your proposal for the preeminent conference in your discipline was finally accepted! You’re excited to give a presentation, but then you realize you’re running low on your annual conference money.

You can’t pass up this opportunity, but you’re unable to pay out of pocket for the travel expenses. The FA faculty development workshops can help!

Now is the time to attend a workshop to apply for some of the $30,000 development and retraining funds for the 2014-15 academic year, which includes summer 2014 and/or the 2014-15 academic year, which includes summer 2015. These workshops are all held during common hour:

- February 19 at Eastern
- February 26 at Ammerman
- March 5 at Grant

Applications are due April 15, so I hold the workshops early each year to give you time to prepare. You can apply for funding for professional development activities, including workshops, short courses, academic presentations, field research, seminars or other similar activities.

At each workshop, I share information about and forms for retraining and development. I also share examples and can help you not only think through what you’d like to apply for but also how to complete the application to maximize your success (which you’ll know by May 31).

Over the years I have gained great pleasure from assisting faculty in this way so they can achieve their professional goals. Please come and let me help you too!

Faculty Association 2013-14 Executive Council

Officers

- **Kevin Peterman** — President
- **Sean Telvia** — Executive Vice President
- **Marie Hanna** — Secretary
- **Joyce Gabrielle** — Treasurer
- **Pete DiGregorio** — Grievance Officer
- **Cynthia Eaton** — Adjunct Coordinator

EC Reps: Ammerman Full-time

- **Kevin McNamara** — Accounting, Business Administration, Business Information Systems, Legal Studies
- **Matt Poppas** — Biology, Physical Sciences
- **Dante Morelli** — Communications, Languages, Reading, TV/Radio/Film
- **Matt Zisel** — Counseling, Cooperative Education
- **Mike Simon** — Engineering, Computer Science/Industrial Technology
- **Maria Kranidis** — English
- **Michelle Fowler** — Library, Central
- **Jane-Marie Wright** — Math
- **Alex Nohai-Seaman** — Music, Visual Arts, Theatre, Philosophy, Women’s Studies
- **Lisa Aymong** — Nursing, Health and Human Services, Physical Education
- **Denise Haggerty** — Social Sciences, Behavioral Sciences

Adjunct Professional Development Fund

Adjunct faculty have exclusive access to a special professional development fund of $20,000 annually. Half is available every fall, and remaining amount is available every spring.

Each adjunct with three or more semesters of SCCC experience and who is teaching/working two or more contact hours per semester is eligible to apply for the use of these funds for professional purposes in an amount not to exceed $750 in any one academic year during which the adjunct is employed. Funding is awarded on a first come-first served basis. Forms are available at the FA office.

EC Reps: Eastern Full-time

- **Louise Johnston** — Library, Humanities, Counseling
- **Nicolas Pesteau** — Science, Math, Social Science, Business, Nursing, Culinary, Physical Education

EC Reps: Grant Full-time

- **Ali Laderian** — Business, HVAC, CIS, Technology, ETU Coordinator
- **vacant** — Humanities
- **Mohini Ratna** — Library, Counseling, Media
- **Deborah Wolfson** — Natural Sciences
- **Al Heraghty** — Nursing, Health Science, Physical Education, Veterinary Science
- **Andrea Macari** — Social Sciences

EC Reps: Professional Assistants Full-time

- **Maureen Arma** — Programmatic
- **Deb Kiesel** — Instructional Labs
- **Steve Ortiz-Rios** — Technical Areas/Instructional Centers

EC Reps: Collegewide Adjuncts

- **Marcial Gallimore** — Business, Accounting, Communications, Telecom
- **Leslie Derenfeld** — Counseling, Education, Freshman & College Seminar
- **Priscilla Pratt** — Culinary, Fire Protection Technology, Library, Electrical Tech, Drafting, Interior Design
- **Angela Ridinger-Dotterman** — English
- **Marshall Stein** — Foreign Languages, ESL, ASL, Reading
- **Chris Gherardi** — Guild, Retiree, PAs/Specialists in Programmatic Areas
- **Michelle LaPorte** — Humanities
- **Russell David** — Math
- **Sarah Jeanne Goldstein** — Nursing, Physical Education, Health Sciences
- **Maureen Sandford** — PAs/Specialists in Academic Skills Centers
- **vacant** — PAs/Specialists in Instructional Labs
- **Doug Cody** — Science, Engineering, Auto
- **Frank DiGregorio** — Social Sciences

New York State United Teachers

- **Jonathan Rubin** — Labor Relations Specialist

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Kevin Peterman, center (yellow tie), was one of twelve honorees receiving a “Spirit of the Drum Major” award from the Urban League of Long Island Young Professionals on January 11. Helping him celebrate are colleagues from the union, college administration and the community: from left: Sandy O’Hara (assistant to the president), Chris Adams (interim associate VP for student affairs), Marcial Gallimore (FA executive council rep), Kevin McCoy (professor of library services), Rick Guarino (SCC Foundation director), Marie Hanna (FA secretary), Lou Petrizzo (college counsel), Ellen Schuler Mauk (FA past president), Shaun McKay (SCCC president), Kevin Peterman (FA president), Joyce Gabriele (FA treasurer), Ed Boughal (SCC Foundation), Belinda Alvarez-Groneman (Board of Trustees), Ed Roildan (SCC Foundation), Theresa Sanders (Board of Trustees), Sean Tvelia (FA executive vice president) and Heather Edwards (Foundation gifts coordinator).