“Don’t Blame the Victim”: The Connection Between (Over)Reliance on Adjuncts and Student Success

by Cynthia Eaton

“Don’t blame the victim” captures the most common response to recent research exploring the impact of adjunct faculty in higher education—and, more specifically, the effects of adjunct faculty on student success rates.

All of the studies carefully note that their authors are not necessarily pointing a finger at the adjunct faculty themselves but rather at the lack of appropriate resources and compensation for adjuncts.

Impact on Teaching

Several studies were shared in early November at the annual conference of the Association for the Study of Higher Education. Paul Umbach of North Carolina State University’s College of Education presented “The Effects of Part-Time Faculty Appointments on Instructional Techniques and Commitment to Teaching.”

Umbach’s research included doctoral-granting institutions, baccalaureate-granting institutions, and community colleges; public and private colleges and universities; and urban, suburban, and rural institutions. His report notes undergraduate headcount to control for size and notes whether an institution is a minority serving institution or predominantly white institution. One notable result of his research has to do with commitment to teaching. Umbach writes:

The differences between part-time and full-time faculty in their commitment to teaching are... striking. The... models indicate that part-time faculty spend at least a half a standard deviation less time preparing for class and advising their students than full-time faculty. These differences change very little after institutional variables are added to the models. Likewise, relative to full-time faculty, part-time faculty are 68 percentage points less likely to participate in a teaching workshop, after controlling for all institutional and individual level variables.

All of these factors, Umbach asserts, negatively impact student success.

To explain the discrepancies between part-time and full-time faculty, Umbach relies on social exchange theory. This suggests that “contingent faculty are likely to reciprocate the support they receive from colleges and universities.”

Because adjunct faculty tend to earn less, receive less support for professional development, and enjoy less job security, Umbach argues, “it should surprise few that part-time faculty display a lack of commitment and perform less effectively than their full-time [counterparts].

Therefore, while this study identifies some deficiencies among part-time faculty, it is important not to lay blame entirely on faculty in these appointments.”

continued on page 6
1. **Cynthia:** Many on the Eastern Campus know that you have a “rats have rights” sticker on your office door. Where does your love of animals come from?

**Laurey:** I guess it started when I was a child. Being somewhat isolated from other children, I befriended a stray cat that became my family pet until she died many years later. That great bonding experience led me to rescuing many “friends” as an adult. Wounded pigeons, abandoned squirrels, dogs caught in a house fire, field mice, feeder and fancy rats (my favorite), chickens, and about 20 cats later, I’m only limited by my allergies—oh, and my finances.

2. **Cynthia:** What kinds of political activism, if any, have you been involved with regarding animal rights? I’m thinking of PETA or organizations like that.

**Laurey:** I’m glad you asked. As a matter of fact it was a PETA video on factory farming that deepened my love for animals even more. One night, after falling asleep to the TV, I was awakened by a dreadful cry from a sow that was being beaten mercilessly. I was transfixed as I watched that and other inhumane images. But what really stood out to me was the look in their eyes. It just broke my heart. I wished that I could have rescued her and the others. That day I vowed to avoid eating animals, wearing fur, leather, cosmetics, products that are tested on animals, and so on. I donate funds to PETA, promote petitions to update regulatory industry standards, and feed, trap, and provide medical attention to the stray cats in my neighborhood. I consider myself a quiet activist. I do what I can and only really discuss it when I’m asked.

3. **Cynthia:** Other than “activist,” what word would you use to describe yourself? What word would your friends use? Your significant other?

**Laurey:** I would describe myself as honest. My friends would describe me as eccentric, my sweetie describes me as amazing, and my parents, well, they describe me as brilliant. You know: parents [laughs].

4. **Cynthia:** As a child, what did you want to be when you grew up?

**Laurey:** At first a fashion designer, until I discovered sewing was a requirement. After that, I always said I wanted to be a jet-setting rich and famous artist, career focused, who gets married but lives in separate houses, and no kids. Seriously, if...
Faculty Association and Benefit Fund Holiday Hours: The Faculty Association and Benefit Fund offices both will be closed Wednesday, December 24, through Sunday, December 28.

The FA office will be closed Tuesday, December 30, through Sunday January 11, 2009.

The Benefit Fund office will be closed Wednesday, December 31, through Sunday January 4, 2009.

Longevity Checks: On January 8, longevity checks will be distributed to full-time faculty employed more than 10 years by Suffolk County.

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<th>Years of FT Service</th>
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There will be TAXES! Where will it go?

- Federal: 25%
- State: 7.35%
- FICA: 6.2%
- FICAMED: 1.45%

Wintersession 2009 and Spring 2009 Adjunct and Overload Checks: Faculty teaching during the wintersession will receive one check on January 29. For the Spring 2009 semester, there will be seven adjunct/overload paychecks beginning February 26 and ending May 21.

Prescription Drugs: The deadline for 2008 FASCC Benefit Fund prescription drug claims is April 30, 2009. Express Scripts will mail prescription drug printouts to faculty in March. If you do not want to wait for this printout, you also have the option of getting a printout from your pharmacist.

The Prescription Drug Claim Form is available from the Fund Office, Southampton 224D, Ammerman Campus, or on our website: http://www.fascc.org/benefits/prescription1.pdf.

If you need assistance, call Mary at 732.6500.

Save Your Final Pay Stub: The last paycheck stub of 2008 (received January 1, 2009, and dated December 28, 2008) has the total amount of dues you paid from January through December 2008.

Adjunct faculty members will also need their last pay stubs from the Spring 2008 semester because the college/county does not combine the two semesters when computing year-to-end totals since the paychecks are not consecutive.

The item number on the back of your stub will be one of the following, depending upon your faculty status:

#0241 - full-time
#0242 - adjunct
#0243 - full-time miscellaneous (temp lines).

This is the figure you and/or your accountant will need when filing your taxes. We do not have these figures readily available. They must be researched individually since they are based on different salary bases and pay periods, covering two academic years. Therefore, we strongly encourage you to...

Keep your last pay stub(s) of 2008!

Evaluations of Academic Chairs: The contract provides for FA members to evaluate their academic chairs and assistant chairs. The FA and college have agreed to an online survey, which will be conducted through the faculty portal early in the spring semester. Stay tuned for details!

Estee Lauder Warehouse Tickets: The FA has Estee Lauder Warehouse passes for the following dates: December 20, December 27 and February 7. Call Anita at 451.4151 for details.
Stylin’ and Profilin’ continued from page 2

you asked my friend of over 20 years, she would tell you how I’ve said that since 13 years old. Of course, I grew up, realized how hard you have to work to be rich, and don’t admire fame at all.

5. Cynthia: You’ve been at Suffolk for about nine years. What did you do before coming into your current position?

Laurey: While obtaining my masters, I worked full-time as a graphic artist for staff, corporate, and freelance clients, and I taught graphic arts technology part time at BOCES Adult Ed.

6. Cynthia: Do you have children? If so, would you want them to be like you when they grow up?

Laurey: No children. Unless you count a wheelchair bound cat that requires a diaper change at least twice a day [laughs].

7. Cynthia: Ah, so if you could be or do anything else, would you choose to be a vet?

Laurey: Gosh, it’s hard to choose. There are several things I’ve contemplated, from a police officer to a gemologist. But top on my list is, yes, a veterinarian. No surprise. I wish I had the ability to administer medical care to my pets. Since I currently have a menagerie at home, I could save thousands in vet bills.

8. Cynthia: Be honest: What do you like most about your job? And a trickier question: What do you like least about it?

Laurey: My job as an associate professor of graphic design brings with it many rewards. I honestly can say that it’s inspiring to collaborate with my colleagues when planning for a semester, it’s exhilarating to help students identify and cultivate their talent and passion for the graphic arts, and it’s heartwarming to reconnect with former students who obtain jobs in the industry and now serve as advisors to the program. I could go on. On the down side, I can’t deny that what I like least about this job is all those other bureaucratic things one has to deal with in academia. I’ll stop there.

9. Cynthia: What does it mean to you to be an Executive Council Representative, or an “EC rep” as you cool kids call it?

Laurey: I feel very privileged to serve and represent my colleagues on the issues that affect us all, regardless of degree or discipline. It’s been an exceptional opportunity for an Eastern Campus faculty member to work alongside professionals from all three campuses.

10. Cynthia: Name one thing you’ve learned as an EC rep that you wouldn’t have learned otherwise.

Laurey: One tends to wonder about whether the grass is greener on the other side: could I earn more elsewhere, get better benefits, have more support, etc. I can honestly say that those curiosities have been put to rest since serving as EC rep. I am confident that the FA has worked so diligently with an unwavering commitment to obtain the best for its members, in all aspects of employment, benefits, and professional development. And the FA actively continues to be responsive as new issues arise.

Tough Times by Kevin Peterman

As many of you have heard by now, along with the rest of the country, New York State is in for very tough economic times over the next few years. There is talk that FTE aid from the state will DECREASE next year.

Well, it is more than talk: the governor tried twice this year to cut our funding! In August, at the special legislative session, the governor proposed an immediate $160 decrease in FTE aid to community colleges. It did not happen. In November, at another special legislative session, the governor again called for mid-year cuts to education and higher education. And again, it did not happen.

Why? Let’s face it, because of our strong lobbying presence thanks to VOTE/COPE. We will need your help next year. The 2009-2010 college budget battle will be waged on both the state and county levels. Resources will be scarce and the budget process will not be pretty.

So when we call on you to help us lobby and educate our elected officials, please do what you can to help. Of course there is one more painless, but very helpful thing you can do: sign-up for payroll deductions and give to VOTE/COPE. V/C is our political action fund which helps us and NYSUT lobby, attend political events, and produce pro-education materials.

Yes, times are tough but with your continued support, I believe that VOTE/COPE will help us weather the storm.
As I write this on my computer and then save it on a flash drive, I am thinking about the awesome nanotechnology assisting me. I have absolutely no idea how any of it works, but who does? Jonathan Brockman does! A new instructor of physical science at the Ammerman Campus, Jonathan comes to us with a background in inorganic chemistry, and part of his research deals with information storage. However, don’t complain to him if your hard drive freezes up.

After growing up in a Chicago, Illinois, suburb, Jonathan attended Illinois Wesleyan University and majored in chemistry. Following that he enrolled at Indiana University for his graduate work, but his research advisor transferred to the University of Florida. Go Gators! Jonathan moved to the Sunshine State as well and completed his PhD there, which focused on single molecule magnets, particularly how they can be utilized in information storage capacities.

But Florida was not destined to be to be his ultimate landing spot, and Jonathan moved back to Illinois where he was offered a position as lab manager and part-time instructor at Dupage Community College, where he worked for three years. Perhaps it was a longing for the warmer weather of Florida mingled with the cold winters of his childhood, but in any case this fall found him among our ranks. His hands-on experience in the lab coupled with his community college teaching background make him a perfect fit for Suffolk.

Apart from noting how friendly our community is, Jonathan also sees how many opportunities are available for our students. However, sometimes

Rosemary McAllister discovered her true appreciation for reading through her family. She and her husband read to their three daughters so much that eventually the girls would refuse to eat unless there was a book by their sides. She learned firsthand about the power that reading has on developing minds, and now Suffolk County Community College is fortunate to welcome this new instructor of reading into our family, bringing this passion to our students.

Rosemary’s career did not start in this direction. After growing up in Syosset, she attended SUNY Albany, where she graduated with a BS in business. Coming from a family of educators, she was greatly encouraged to continue her studies and to that end received an MA in education from Hofstra. She was fortunate to be hired even before her MA was finished by the Patchogue-Medford School District, where she was employed in a business education program at the middle school. But the birth of her first daughter convinced her to alter her career, and she accepted an offer to teach at Catherine Gibbs Business School during the evenings. Four years and two more daughters later, Rosemary became a full-time mother and discovered her love of reading. This eventually led to a Masters degree in reading from LIU, CW Post, as well as her initial employment as an adjunct at Suffolk. This fall she was offered a full-time position.

Usually while I am talking to new members I ask them about interests and hobbies outside of the classroom, but in this case, I was beaten to the point. In the middle of our conversation the topic drifted onto her entire family’s love of hiking. In fact, her husband’s
Impact on Degree Completion and Transfer

Also at the ASHE conference, Kevin Eagan of UCLA presented “Examining the Relationship Between Exposure to Part-Time Faculty and Associate’s Degree Completion.” Eagan’s joint research with Audrey Jaeger of NCSU found that the use of part-time instructors could contribute to undergraduate drop-out rates. The study, published in the September issue of Research in Higher Education, concluded that community college students who planned to transfer to four-year institutions were more likely to drop classes taught by part-time instructors.

It also showed that as students’ exposure to part-time faculty members increased, their likelihood of completing an associate’s degree significantly decreased.

The data was drawn from a five-year study of first-time students at 107 community colleges, in which approximately 1.5 million students were tracked from 2000-2001 to 2005-2006. Jaeger and Eagan focused on degree completion and transfer rates.

The sample size for the first study was reduced to include only those students who demonstrated an intent to complete an associate’s degree, as measured by completing a minimum of nine credits in their first year. They not only found that just 19% of students earned an associate’s but also found that a 10 percentage point increase in credits taken with part-time faculty members was correlated with a 1 percentage point decrease in such students’ likelihood of earning associate’s degrees.

“This effect may seem small,” Jaeger writes in the November-December 2008 issue of AAUP’s Academe, but it means that the average student—who took about half of their credits with adjunct faculty—was 5 percent less likely to graduate with an associate’s degree and that students who took all of their credits with adjunct faculty were 10 percent less likely to graduate.

The second study focused on transfer rates and showed a greater negative connection between adjunct instruction and student success. In this study, Jaeger reports, “for every 10 percent increase in students’ exposure to contingent faculty instruction, students were almost 2 percent less likely to transfer.” The average student in this sample took about 40% of credits with adjunct faculty and so were about 8% less likely to transfer than a student whose classes were taught entirely by full-time faculty. Students who took all of their credits with adjunct faculty were about 20% less likely to transfer.

Like Umbach, Jaeger and Eagan firmly assert in their research that the problem isn’t inherent in being an adjunct; instead, it is the lack of institutional support for adjuncts that contributes to the lowering of degree completion and transfer rates.

Beyond Blaming the Budget

Experts cite two main reasons for colleges and universities to (over)rely on adjuncts: control and cost savings. Control comes from exploiting the typically tenuous nature of adjuncts’ contracts. The cost savings, it is believed, must be exploited to make up for years of declining county, state, and federal financial support. With less revenue from government sponsors, public institutions of higher education feel they have to choose between raising student tuition or hiring more adjunct faculty in lieu of full-time faculty—and the choice has been clear. A November 6, 2008, Chronicle of Higher Education article by Peter Schmidt cites Education Department statistics showing that the number of part-time faculty in community colleges increased from 40% in 1970 to about 67% in 2003.

A new report by the American Federation of Teachers, titled “Reversing Course: The Troubled State of Academic Staffing and a Path Forward,” indicates that contingent faculty, including graduate teaching and research assistants, make up almost 70 percent of teachers in colleges and universities today.

The AFT press release cites Sandra Schroeder, Chair of the AFT Higher Education Program and Policy Council, as looking beyond the budget. “Administrations are increasingly running colleges and universities more like businesses, with a top-down structure that drowns out the voice of its faculty in academic decision-making. This jeopardizes institutions’ fundamental strengths in educating a high-quality workforce; enhancing economic development; and fostering academic freedom, innovative thinking and groundbreaking research.” The AFT report includes an “Interactive Model” Excel spreadsheet to help institutions calculate what it would take to reverse course, hire more full-time faculty, and stop exploiting adjunct faculty members.

How Suffolk Stacks Up

At their February 13, 2003, meeting, the Suffolk Community College Board of Trustees claimed as its goal a ratio of 70% full-time faculty to 30% adjunct faculty. Given that 75 new faculty were hired in Fall 2003, it seemed that the college was truly committed to this goal.

Things clearly have changed, with the college having announced that there will be no new hires in faculty lines as of the 2008-2009 academic year.
Given that the situation may not improve for some time, most of the researchers and national experts on adjunct faculty argue that adjuncts at a minimum must be granted adequate and equitable institutional support. Umbach, for example, cites experts as recommending that “colleges offer benefits, conduct regular performance reviews, provide instructional support and professional development, develop a salary scale, create standards for progression through the salary scale, and provide equitable compensation to part-time faculty” as well as “create a defined probationary period and explicit evaluation criteria for contingent faculty... [and] be allowed to participate in campus governance and curriculum development.”

The Faculty Association has worked hard over the years to accomplish most of the above benefits for our adjunct members. While there is always more to be done, it is useful to note some of the rights and benefits that adjuncts at Suffolk have, which are certainly not enjoyed by the majority of adjunct faculty nationwide. This includes access to a $20,000 development fund earmarked solely for adjunct faculty, access to benefits via the FA Benefit Fund, equal protection under the grievance procedure, seniority protections, a promotion scale, due process provisions, and academic freedom protections.

The FA is also mindful that there are different types of adjunct faculty. Some adjuncts work full time in their respective professions and voluntarily teach part time. Others are retired full-time faculty who aren’t yet ready to give up teaching. However, a good number of our adjuncts are not part time by choice; that is, they would love to work at Suffolk full time but they continue adjuncting as a way to keep their foot in the door. There is so much talent yet so few full-time lines.

Despite the current state of affairs at the college, the FA will continue to advocate for appropriate working conditions and equitable treatment because, as the above research clearly establishes, ensuring appropriate resources for all faculty ultimately benefits our students. We cannot blame our adjunct colleagues for lacking full institutional support, and we must not allow this situation to harm the students we serve.

New Members: Brockman
continued from page 5

certain fears and preconceptions can hinder them. For instance, in English classes students might be afraid of grammar problems. Nursing students are sometimes concerned with conducting improper procedures, and in math classes some students are afraid of, well, math. In chemistry, students are also often nervous about math, but the many different chemical labels can confuse them as well. Jonathan understands this, and tries to help students work around these barriers and mental blocks to focus on the nature of the chemistry as opposed to the symbols. Through this approach he has met with significant success, and it became quite clear to me that not only does he command his subject, but truly grasps the art of teaching.

Most new faculty are quite busy during their first year getting adjusted to Long Island as well as the college itself, and Jonathan is no exception. Apart from teaching and settling in to his new surroundings, he has a wife and two children to keep him busy. As he used to commute 70 miles each way to work, time management is something he has mastered. His passion for teaching and his clear control of the material make Jonathan an outstanding addition to our faculty, and I wish him all the best as he concludes his first semester as well as in his future at SCCC.

New Members: McAllister
continued from page 5

text Hiking Long Island is in its third edition, and if you have the book, look on the front and back covers to see pictures of the McAllister family. They have literally written the book on Long Island hiking, and the quality time spent together reading when they were younger has translated into quality time spent hiking and writing as a family so many years later.

Rosemary teaches mainly developmental students in her introduction to reading and reading in content areas courses, and one of the hurdles that she strives (with great success) to overcome is developing trust with students who have most likely struggled in the past with reading. She works actively to bring out their confidence in themselves as students and readers by taking away the seeming threat of reading, while instilling in them the very important concept that they are responsible for their learning. Her students often enter her classes timid and unsure, and leave with the confidence to succeed.

Her pleasant and engaging personality make it easy to see how Rosemary is able to connect with her students, help them overcome their insecurities, and guide them onto the right trails of opportunity that come with confidence and education. Her close family is a living example of the success of reading, and we are lucky to have her now in ours.
FA & Guild Holiday Party & Retiree Celebration
• **Denial of Distance Ed Courses:** Following the publication of Steven Brodsky’s article “How to Propose a Distance Education Course” in the November issue, I have heard from adjuncts whose DE proposals have been inappropriately denied. Any other adjuncts in this situation should contact me immediately.

Remember: The college does not make a distinction between full-time and adjunct faculty when making assignments to DE courses. When a new DE course is proposed, the original faculty member has the right to teach that course for two semesters. Then the course should go back to the department so any other interested faculty can request to be assigned a section of the course. The course should go to the next most senior faculty member for two semesters, and continue in that fashion “round robin” until all interested faculty have been able to teach a section of the course.

If you’ve been told that you cannot teach a certain DE course because you are adjunct faculty, please contact me right away.

• **Spring 2009 and Adjunct Seniority Rights:** As the Fall 2008 semester concludes, I have received a number of calls from adjunct faculty who aren’t sure whether their seniority rights have been violated in their Spring 2009 assignments. Therefore, I’d like to review the “A list” and “B list” procedures again so adjunct faculty can better identify the appropriateness of their upcoming assignments.

All current adjuncts will be offered a full complement of courses before any can be assigned to newly hired adjuncts. Thus, beginning with September 2006, all adjuncts will be placed on a B list for their first three semesters, and those hired previously will be placed on an A list. Here’s how the process works:

• **The A Seniority List:** All A list adjuncts (hired before September 2006) will be offered the full complement of courses that they have requested on the NORA form—that is, up to the maximum of what they’ve requested as long as it fits in their schedule—before anyone on the B list can receive assignments. As in the past, assignments from the A list will be based on seniority and availability.

• **The B Seniority List:** After all adjuncts on the A list have received their assignments, the chair should go to the B list and offer assignments to the new hires; assignments to B list adjuncts will also be based on seniority and availability. Beginning with adjuncts hired as of September 2006, newly hired adjuncts will remain on the B list for their first three semesters, after which time they’ll be moved to the A list. The three semesters include only those semesters during which an adjunct has an assignment. Wintersession and summer session count as a single semester.

• **“Modifying” Your NORA Form:** From time to time, adjunct faculty members will complete their NORA forms in the previous semester, only to discover later that they are no longer available at the specific times they’ve indicated.

In these situations, the college has determined that any such adjuncts should immediately communicate these changes to their department chair or area supervisor. The chair or supervisor does not have to accommodate all such modifications to your NORA availabilities, but you should at least communicate them so that they can be accommodated if at all possible.

• **Total Number of Hours per Year:** All adjuncts can work up to 24 credit hours in any one academic year. An academic year (September through August) includes the fall session, wintersession (December through January), the spring session, and all three summer sessions. Adjuncts may not receive more than 8 credits for each of the fall and spring semesters, which leaves a maximum of 8 credits that may be worked during the wintersession or summer sessions. If you accept a wintersession assignment, you are placed at the bottom of the seniority list for the first adjunct round of the summer assignments.

If you’ve been told that you cannot teach certain DE courses because you are adjunct faculty, please contact me immediately.

If you both teach and work as a professional assistant (PA) in a lab or office, you are paid the instructional rate for the courses you teach and the PA rate for your PA assignments. 22.5 clock hours counts as one credit/contact hour of pay for PA work. Any and all PA work counts in the 24 credit contractual maximum for the year.
Because the college and the Faculty Association value the professional development of our faculty, in the contract, Article V: Faculty Benefits explains the provisions by which faculty members, both full-time and adjunct, can be reimbursed for tuition (Section F) and for conference attendance (Section G). The following article outlines the basics.

**Tuition Reimbursement for Faculty Members**

Faculty often ask if the college will reimburse them for tuition at another college or university, and the answer is no; the college only reimburses tuition for courses taken here at Suffolk County Community College.

In the past, a full-time or adjunct faculty member who had served more than four semesters was eligible to be admitted under a tuition reimbursement plan to any two courses offered in the college per semester. However, in the last round of negotiations, the union and college agreed to truncate this time period to just two semesters.

To be eligible for this reimbursement, the faculty member must secure prior approval from the dean of faculty and successfully complete the course.

The appropriate forms for tuition reimbursement are available in your department or area’s main office.

**Tuition Reimbursement for Spouses and Dependent Children**

FA members enjoy the added benefit of having tuition reimbursement for their spouses and dependent children. As clarified in a Memo of Agreement dated November 6, 1991, dependent children are defined as those who are claimed on the faculty member’s prior year federal income tax form and whose status has not changed in the current academic year.

This benefit applies only after you have been employed at the college for a certain period of time. For full-time faculty, spouses and dependent children can be reimbursed if you have been employed here for four or more consecutive semesters. Full-time faculty are entitled to a maximum of thirty credits per year.

For adjunct faculty, spouses and dependent children can be reimbursed after you have worked here for eight out of the last twelve semesters. In this case, only fall and spring semesters are to be considered in the twelve-semester time frame for eligibility, although summer assignments count toward calculating the eight semesters needed by an adjunct faculty member to be eligible under this provision. Adjuncts are entitled to a maximum of eighteen credits per year.

Tuition reimbursement for spouses and dependent children is subject to registration and enrollment requirements and successful completion of the course.

In the past, a Suffolk County rule dictated that a faculty member would only receive partial tuition reimbursement for a dependent who receives financial assistance, such as TAP. However, as a result of an arbitration in 1982, faculty members now receive 100% tuition reimbursement regardless of outside financial aid to a dependent.

For both full-time and adjunct faculty, except under extraordinary circumstances and when approved by the dean of faculty, dependent children and spouses cannot take courses taught by parents or spouses.

**Conference Reimbursement**

Full-time faculty members can be reimbursed for expenses up to $1,250 every two years until August 2009, then $1,350 every two years for 2009-2011 for attending one or more professional conferences of your choice with the recommendation of the appropriate administrative officer from September 1 to August 31 each academic year.

Expense reimbursement must be in accord with the county guidelines regardless of conference location or your date of application for conference attendance. Permission can be refused neither for a conference professionally connected to your discipline, professional responsibilities, or retraining program, nor if you have no scheduled duties on the date of a conference. The appropriate administrator has discretion to approve one or more members who have scheduled duties, if this seems desirable. If your application for conference attendance is submitted at least six weeks in advance of such conference, you should receive at least two weeks’ prior notice from the administration concerning your application.

Adjunct faculty have a special Professional Development Fund from which they can receive up to $750/year for conference attendance and are eligible if they have three semesters of SCCC experience and they are working two or more contact hours per semester. Application forms are available from the Office of Faculty and Professional Advancement (451.4311).
To the FA Community Outreach Committee:

I must thank all who contributed, and also the person who put my name for the drawing that resulted in the wonderful and generous surprise, the holiday basket I received just before Thanksgiving.

This year was a lot different than any of the 20 years I spent in this country. I already prepared my family when I realized that I couldn’t afford to buy a turkey or anything special for Thanksgiving since I already cut all unnecessary expenses just to keep afloat another month.

Because of your generosity I did buy a small turkey and a ham (which I will keep for Christmas) and with the contents of the gift basket I made a wonderful feast for my family who was as surprised and grateful as me.

Thank you again very much. You touched my soul with the unexpected kindness and charity you showed me.

Sincerely,

Dana Mester and Family
### FACULTY ASSOCIATION
SUFFOLK COMMUNITY COLLEGE
Southampton 224J, 533 College Road
Selden, New York 11784-2899
(631) 451-4151

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- **Health & Human Services/PE**: Mary Gabriel
- **Biology/Physical Sciences**: Sean Tvelia
- **Liberal Arts/Reading/Philosophy**: Cynthia Eaton

#### EASTERN CAMPUS
- **Accounting/Business Admin.**: Steve Clark
- **NYSUT Labor Relations Specialist**: Jonathan Rubin

#### GRANT CAMPUS
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- **Business & Technology**: Peter DiGregorio

#### NYSUT
- **Labor Relations Specialist**: Jonathan Rubin

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- **NYSUT Labor Relations Specialist**: Jonathan Rubin

#### GRANT CAMPUS
- **Liberal Arts/Counseling/Library**: Mohini Ratna
- **Business & Technology**: Peter DiGregorio

#### NYSUT
- **Labor Relations Specialist**: Jonathan Rubin