

# THE WORD

## Enough Already! by Kevin Peterman

For the last several years we've all heard that because of the economy, we have to do more with less. We may not have had a choice, but we did heed the call. No increase in state aid for two years, no increase in the county's share last year. Yet, SCCC had record enrollments of over 10% in the fall semester—and we've all pitched in to accommodate that enrollment increase without additional support from the state or county. We were doing more with less. Then in the fall, as you all are aware, the state decided that we could do more with even less. Community colleges received a mid-year cut of \$130 per full-time equivalent (FTE) aid this spring equating to a loss of \$2 million to SCCC this semester alone.

And now the governor is proposing an additional cut of \$285 per FTE for the 2010-11 year, bringing the FTE aid to \$2,260; the lowest it has been in a decade!

SCCC currently has 18,242 FTE's. If our base aid for the 2010-11 year is cut by \$285/FTE, we will lose almost \$5.2 million from the state! The cumulative loss to SCCC for next year in state aid cuts alone is estimated to be over \$7 million.

Enough already! We can't continue to do more with less; we can only do more with more. We've never asked for more



photo by Kevin Peterman

than enough. But we need enough so that we *can* do more.

We cannot let this happen. NYSUT's leadership has already begun the battle to stop the proposed cuts to higher education. On January 27, NYSUT Executive Vice President Andrew Pallotta testified before the Senate Finance and Assembly Ways and Means Committees. In his speech Pallotta stated, "...while we recognize our state's fiscal situation, we strongly oppose the proposed cuts contained in the 2010-11 Executive Budget to our educational institutions. We believe that the Executive Budget pursues an unbalanced approach for dealing with our state's finances, especially in the area of public higher education."

He went on to say, "After years of

inadequate state support, coupled with the draconian cuts taken over the last two years—much of which has come through mid-year reductions—SUNY and CUNY have no more to give. We are starving public higher education at a time when our citizens and this state need it the most."

Pallotta also spoke specifically about the community college cuts: "Cuts to community colleges are the wrong choice to help us out of this economic crisis. If enacted, these cuts will be far more costly to the state in both economic and human terms than the \$56.7 million in savings is worth to our state's General Fund. We urge you to reject them."

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# Profiles of FA Leaders and Activists

by Cynthia Eaton

## Featuring Denise Haggerty

Assistant Professor of History (Ammerman)

Executive Council Representative (Social Sciences/Criminal Justice)

1. Cynthia: You worked in the mental health field before coming to Suffolk. What did you learn in that occupation that best prepared you for teaching here?

Denise: My brother, who is now a police officer, used to work in mental health, and we have this conversation all the time. He and I agree that working with people who have real challenges is the best preparation for almost any other occupation. You work with people who are challenged in so many different ways, it gives you a perspective in every aspect of life. The mentally ill are too often categorized as “other,” but they are us. They just happen to have these serious challenges put in their way. For example, I worked with a man who had a master’s degree in English—he was highly educated—but he also ate the garbage.

2. Cynthia: Name one thing about yourself that most people would never guess.

Denise: When I was 16, I spent a summer in Ireland on a farm. Seeing chickens running around freely that would the next day become our



photo by Kevin Peterman

dinner had a real impact. When we wanted milk for breakfast, the cow was milked and the gray liquid that came out was plunked right on the table. The slaughter that I saw of these animals... well, it led me to become a strict vegetarian. Since then, I don’t eat *anything* that once had a face.

3. Cynthia: You visited that farm at age 16. Did you know then what you wanted to be when you grew up?

Denise: I always knew that I would be a mother and I thought that I would be a teacher. I married young, so I didn’t do college at the traditional age. After being a mother for a few decades, I started to figure out who I truly was and teaching re-emerged. I went into community health, and I was teaching them the skills they needed to reintegrate into the community. I taught them everything from hygiene to how to use a library card to how to balance a checkbook. So teaching has always been there for me.

4. Cynthia: How long have you been at Suffolk and what else did you do before coming here?

Denise: I’ve been at Suffolk since 1998. I started as a college aide, then became a PA and taught history as an adjunct. I became full time in 2003. As I mentioned, after raising four children, I worked with schizophrenics in a community mental health program. I loved that type of work but the pay was poor so I decided to get a psychiatric nursing degree.

I came to Suffolk after my youngest went off to school and I discovered that I loved history instead! I took every course that I could with Gary Goodwin and Al Cofone, who are now my colleagues.

5. Cynthia: So you’ve been around Suffolk for a while. If you could do or be anything else, what would that be?

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# FYI: Highlights from the Executive Council and other news of note

- **Correction to Paycheck Information:** The December issue of *The WORD* incorrectly reported the amounts of the longevity checks to be received by full-time faculty employed more than 10 years by Suffolk County. The correct amounts are:

Years of FT Service	Amount
10 - 14	\$1,050
15 - 19	\$1,550
20 - 24	\$2,050
25 - 29	\$2,400
30+	\$2,900

In addition, the overload and adjunct checks will be dated March 7 through May 30.

- **Prescription Drugs:** The deadline for 2009 FASCC Benefit Fund prescription drug claims is April 30, 2010. 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 at the Benefit 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.

- **Faculty Development Deadline:** FA members planning to apply for faculty development and retraining for summer 2010 or for the 2010-2011 academic year are encouraged to contact FA Secretary Marie Hanna for assistance in completing the application. All applications are due April 15, 2010.
- **EMHP Claims Deadline:** Faculty must submit all unpaid 2009 medical claims to Empire Blue Cross by March 31 to receive reimbursement for covered out-of-pocket expenses.



photo by Victoria Sinacori

- **FA Donates to SCCC Relief Effort for Haiti:** On Wednesday, February 3, FA President Ellen Schuler Mauk presented a check for \$1,000 on behalf of the entire Faculty Association to support the Haiti Relief Effort jointly sponsored by the office of campus activities on all three SCCC campuses and the Suffolk County Legislature.

In the photo at left, Ellen hands the check to Johanne Vielle of the Haitian Student Association. Mohini Ratna of Counseling (G) stands to the left of Ellen, and Norm Daniels of Multicultural Affairs (G) stands to the right of Johanne.

- **FA Sponsors Quotation, Educational Guide for 2009 Embracing Our Differences Exhibition:** A Faculty Association donation of \$1,000 supported the *Embracing Our Differences* exhibition affiliated with the Suffolk Center on the Holocaust, Diversity & Human Understanding.

The quotation, which appears below a large student banner (see photo at right), is by Eleanor Roosevelt: "Justice cannot be for one side alone, but must be for both." The exhibition has been displayed at Stony Brook, Hofstra, and several local school districts.



# Informed Consent: Or, Is This Procedure Really Medically Necessary?

by Ellen Schuler Mauk

Syms Department Stores advertises, “An educated consumer is our best customer.” That slogan should also apply to all of us who are health care consumers and EMHP participants—and here’s a local case in point:

Over the last several months in considering member appeals, the EMHP Labor/Management Committee has dealt with at least 12 appeals in which members have had certain radiological procedures recommended by their doctors that, according to independent outside medical review and industry standards, are considered to be experimental/investigatory or inappropriate for the diagnosis stated. As a result our members are being held responsible for the charges incurred—which can cost several thousand dollars—for these procedures which are excluded by our benefit plan as not being medically necessary.

The specific procedures usually involve either a PET Scan or an MRI Breast Bilateral Scan as the first procedure performed when cancer is suspected. These procedures as first line procedures are appropriate only when certain conditions are met. Members and physicians can review the Empire BCBS medical policies at [www.empireblue.com](http://www.empireblue.com), and if radiology related, [www.radmd.com](http://www.radmd.com) under “view clinical guidelines” to see if the recommended procedure would be appropriate.

However, if you want to make sure that a procedure is covered and will be paid

for under the terms of our plan, you can ask your physician and/or lab provider to contact Empire BCBS medical management for a “pre-determination” of the procedure. Pre-determination is not required before a procedure takes place but it is a way to determine whether a recommended procedure will be covered as medically necessary in light of your condition and the reason for its request and appropriate under the terms of our plan. Pre-determination can prevent you from having a procedure only to find out

your doctor and Empire BCBS’ medical personnel, the physician will be given a verbal “yes” or “no” answer as to whether the procedure will be covered under the terms of our plan. This conversation will then be followed up with a written communication to both the provider and you. Based on the written determination, you can then decide whether you want to go ahead with the procedure and assume the cost, if any, or if you want to seek a second opinion on the procedure before you decide to go ahead. Remember, the

second opinion is covered under the plan.

A word of caution: Some members have called Empire BCBS customer service to inquire if a given procedure needs a “prior authorization” or “pre-certification.” Members assume that if the answer is “no,” then

the procedure is covered. However, the answer may be misleading since just because a procedure does not require prior authorization or pre-certification does not necessarily mean that the member will not have to pay for the procedure if it is performed for an inappropriate purpose or considered not medically necessary.

The same caution applies to whether a procedure is a “covered benefit.” If you are told, “Yes, the procedure is covered,” that answer too may be misleading. Many procedures are covered and paid for under EMHP but only if the procedure is medically necessary for the diagnosis—which means it is also appropriate for the condition.



**Visit the EMHP website at [www.emhp.org](http://www.emhp.org).**

after the fact that it is not covered and that you are responsible for the payment.

The request for the pre-determination from Empire BCBS’s medical management should be made by your physician or lab provider since the discussion may involve patient diagnosis, medical history, alternative procedures, etc.

In short, pre-determination is a conversation between medical personnel. This is not the same as you calling Empire BCBS’ customer service line and being told “you don’t need prior authorization for the procedure and it could be covered”!

At the end of the conversation between

# Meet Our New FA Members!

by Dan Linker



**Davorin Dujmovic**  
Math • Grant

Near the end of my conversation with Dave Dujmovic, assistant professor of mathematics at the Grant Campus, we started talking about chess. A skilled player, Dave naturally wants to be as good as possible, and he explained that to really improve, you need to do more than just practice and play, probably making the same mistakes repeatedly. Rather, you have to learn from one who is better. This intuitive grasp of the nature of education and learning, as well as a very mathematical mind, are just some of the aspects that make Dave a fantastic addition to our faculty.

Coming originally from Croatia, Dave has followed a complex path to get to Suffolk. Twenty years ago, after receiving his BS in mathematics from the University of Rijeka, he left Croatia as he saw that the situation there was getting worse and applied to graduate programs in the States. He landed in the University of South Carolina, from which he was graduated with a PhD in universal algebra, with a dissertation focused on undecidability. He decided to further his education while searching for employment and was accepted into Auburn, studying for another doctorate

in probability. During his studies there, he was offered a temporary position at the University of Minnesota. Following that he was employed by Mt. Saint Mary's in Maryland for several years and then by the University of Alabama. He also continued his progress on his second doctorate. In total, he has lived in Florida, South Carolina, Alabama, Mississippi, Minnesota, and Pennsylvania, but is now very happy to be working here on Long Island.

Dave had a successful semester last fall, and two of the aspects of Suffolk that he finds particularly impressive are the organization of the college in general and the cordiality of his department. He explained that he has always enjoyed the camaraderie wherever he has worked, but here it is truly amazing and he has been made to feel very welcome. So although he grew up on the Adriatic near the Dalmatian coast, our institution, students, and colleagues have helped make the Great South Bay and the south shore of Long Island his new home.



**Kathleen Clifford**  
Nursing • Grant

It is not always easy to know what it's like to be one of our students at Suffolk, but in this regard, Kathy Clifford, assistant professor of nursing at the Grant Campus, has an advantage. She was a student here. In fact, I've known that since last year, when she introduced

herself to me after an FA meeting to tell me that she had actually had my father as a professor here many years ago.

When I spoke with her then, and again when I just recently met up with her, Kathy quickly demonstrated how easy she is to talk to and how approachable she is. Combined with her education and experience, these help make her a fantastic asset to the college.

After graduating early from high school, Kathy immediately enrolled in Suffolk's nursing program and then continued to receive her bachelor's degree from Stony Brook. While she was studying, Kathy worked at Stony Brook Hospital, not only gaining excellent experience, as she was able to work directly in various fields of nursing, but also seeing the practical applications of her classroom studies as she was learning them.

Following her graduation, she continued to work there for several years, and then decided to return to the classroom for her MA, with a focus on neonatal care.

One of the many aspects of this particular field that appealed to Kathy was the bond she created with her patients. When she first started out she was often scheduled at night and, as a new nurse, this situation forced her to jump right into things on her own. So while working first at Westchester Hospital and then at St. Charles in Port Jefferson for about seven years, she really got to know, work with, and even become attached to both the children and their parents. She then began to adjunct at Suffolk, and here she is today.

Although her original experience was mainly at the Ammerman Campus, she very much enjoys the Grant Campus, loves her colleagues, and is extremely enthusiastic about the FA mentoring system (nice work Elisa Mancuso!). Outside of SCCC, Kathy is a long time member of Lakeland's Volunteer Fire Department, where she was even fire commissioner at one point, and can often be found at Davis Park over the summer with her husband and son.

# EC Profile: Haggerty

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Denise: If I had my druthers, if I was a true free spirit, I would be roadie [*laughs*]! Music is a passion of mine. Going to concerts is how I let it all hang out. There's just something in the music world that I love, even though I can't sing or play music to save my life. There's just something in that experience that frees my soul. I love Springsteen, the Rolling Stones, John Hyatt, Eric Clapton....

6. Cynthia: I'll bet your kids would think it's cool if you were a roadie! Did you want them to be like you when they grew up?

Denise: I taught all four of them to be honest and kind, to be good people. So while they didn't necessarily follow the paths that I might have chosen for them, they followed paths that make sense for who they are.

TJ, 29, works in transportation and is hoping to be called into the fire department. Kate, 24, just finished her masters in literacy and teaches first grade. Dan, 22, is a cop in NYC, and my son Matthew, 21, just took his oath to the Air Force and will be leaving me soon.

Again, I always encouraged them to be who they are—because to be honest I didn't really know who I was until my 30s—and I think they have. They have each found their own paths in life.

7. Cynthia: If I asked each of your kids what one word they'd use to describe you, would they all pick a different word? What word would you use to describe yourself? How about your friends and your spouse?

Denise: My four kids would all say different things. My daughters who

probably understand me the best would say "extremely tolerant." TJ would say "very sensitive." Dan would say that I'm trusting and trustworthy, although he might also add that I'm totally weird in some ways because of the way I sing and dance around the house [*laughs*].

About myself, I would say "grounded." I feel very grounded—in family, in faith, in hard work. It took me a long time to get here but I do feel grounded. My friends and my husband would say "hard working."

8. Cynthia: Speaking of working hard, be honest: what do you like most about your job? What do you like least about it?

Denise: What I love most? The interaction with our students. I think that's one of perks I have of working as an Honors advisor and as a professor, so I can work intensely with the students and help them achieve their goals.

It's incredible some of the stories we hear—the good stories, the hardships, the challenges—and you always have those 33 faces to bring back with you. It's just amazing some of the obstacles that students overcome just to be here every day. You can't just assume that their lives are all "normal"; they all have a story to tell.

What do I like least? Grading [*laughs*]! There's just no way around it, it's my least favorite part because you have to stand in judgment of others' work, so you have to find a way to be critical in a way that's not painful but still beneficial to the students.

9. Cynthia: What does it mean to you to be an Executive Council representative, or an EC rep?

Denise: It means to sort of be the first line of defense for my colleaguues, to be the eyes and ears of the union. Before EC meetings, I'll send an email to my constituents to ask what issues and concerns they might want me to bring to the meeting, issues that affect them in workplace.

So I guess being an EC rep means being collegial to one and all. It also means that I get to be a part of the union as an entity that ensures the great quality of life that we have here at Suffolk.

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

Denise: As a history professor, I have to say it's just how deeply we are affected by the political landscape at all levels—the college, the county, the state... all of the above. Ellen and Kevin give us updates and focus on the politics that matter to us as people who support education.

Being an EC rep, you really realize how each and every person who is elected has a platform and an attitude about the importance of education. And if we don't pay attention to who is elected, we don't have a voice in shaping those attitudes.

# Adjunct Update: Bumping Process and Assignment Certifications

by Cynthia Eaton

As happens at the start of every semester, I've been fielding numerous inquiries about course assignments for adjunct faculty and would like to address two major issues relating to this.

## Bumping Process

One perennial confusion has to do with what happens if an assignment or course is canceled and you are told that someone has "bumped" you out of your current assignment. Within your discipline or area of assignment, a full-time faculty member or a more senior adjunct may bump you out of an assignment if that other faculty member's assignment was canceled.

Confusion arises because some senior faculty members believe that they can bump *any* less senior adjunct out of his or her assignment. This is not true. If you suspect this is happening to you in the future, please contact me immediately. And I do mean *immediately*: Once a class has met for the first time, we rarely "undo" erroneous bumping so as to avoid unnecessary confusion for the students.

The FA and the college agreed long ago—and this has been true since the 1970s—that they would adhere to a process known as "bottom bumping," so as to disrupt as few faculty schedules as possible. Here's what this means for you:

A more senior adjunct who has lost an assignment/course may bump *the least senior adjunct* in their discipline who is working/teaching at a time that the more senior adjunct has indicated as available on their NORA form.

That's it. The more senior adjunct does not get to pick and choose which of all the junior adjuncts he or she bumps, only the least senior adjunct who has an assignment within the senior adjunct's NORA availabilities.

One caveat to this rule has to do with the campus preferences that the adjuncts put on their NORA forms. In addition, senior adjuncts may not bump a junior adjunct from a distance education course (unless they have prior training in the modality) or from a special topics or Honors course.



## Assignment Certifications

Adjuncts also ask about how to get certified so that they can receive different assignments or get to teach different courses. Since assignments may be made college-wide, this list is maintained not by the individual departments but by the Office of Faculty and Professional Advancement (OFPA). If you wish to know for which assignments/courses you are *actually* certified, contact the OFPA at 451.4300 or 451.4464.

There are two ways that adjuncts can be certified in new areas/courses.

### 1. The chair certifies the adjunct.

When adjuncts are first hired, whichever assignments/courses they have in their very first semester are automatically put on the college-wide seniority/certifications list maintained by the OFPA. For the chair to add other assignments for that adjunct at a later date, they must notify the OFPA in writing and those specific assignments will be added for the adjunct based on the chair's missive.

### 2. The adjunct requests certification.

This is the formal process by which

adjuncts write to their chairs identifying which assignments/courses they'd like to be certified for and providing documentation to show why they should be certified. *The deadline this spring is March 12.* Then the OFPA meets with a committee that includes the three campus chairs/supervisors to determine which adjuncts are to receive certification.

Please note that these decisions include a consideration of supply and demand. That is, even though you may be eminently qualified for the assignments you are requesting, the college may deny your request at this time, especially if there are already sufficient instructors on staff who are qualified for that same assignment.

If you have any questions, contact me at [cynthia@fascc.org](mailto:cynthia@fascc.org) or 451.4151.

## Enough Already continued from page 1

According to SUNY, community colleges make up over 52% of the system's total enrollment of 464,981 students (testimony of Chancellor Zimpher, January 27, 2010). Testimony before committees is just the start. Now we need to do our part.

The FA leadership will be going to Albany twice in March: the first time as part of NYSUT's Higher Ed Lobby Day and the second time along with the Committee of 100 which represents all the constituents of NYSUT (K-12, higher ed, and health care).

By now you should have received a Get Active email urging you to fax or email your state representatives. If you have not participated yet, please do it now! Let our legislators know, "Enough, already! We need enough to do more." Activism works!

# In Memoriam: Frank Gammardella

by Ellen Schuler Mauk

The FA recently learned that retired Professor of Accounting, Frank Gammardella, one of the early FA members, passed away in Florida this past December 2009.

While we send our sympathies to Professor Gammardella's family over his death, we can celebrate his advocacy at the beginning of the FA's union history.

Frank began his career at SCCC as a dean in the college's business office before taking a position as a faculty member in the accounting department.

In addition to being an active member of his department, Frank was also a proponent within the FA that both the letter and the spirit of the contract was honored.

Frank pursued a grievance through arbitration that corrected a \$.01 error in his paycheck. His grievance was based on the principle that one's pay is not a conceptual or approximate amount but reflects an exact number agreed upon between the union and the college that had to be honored specifically and accurately.

We hope that Frank's spirit lives on in the college's transition to the Banner payroll system. Rest in Peace, Frank. Your memory lives on in the accurate payroll amounts of all FA members!

# Promotion: It's Ultimately Your Responsibility

by Kevin Peterman

It's that time again. Well, actually, it is always that time. As soon as we finish with the promotions for the current year, we begin to gear up for the next year.

Managing promotions for full-time faculty is a lengthy process. Now pay attention....

Faculty who sent in their completed applications in June 2009 for their promotion effective September 2010 were notified of the Promotion Committee's recommendations to the President in February 2010. (See list of committee members in box at right.)

Adjunct promotions do not go to the committee. Recommendations for adjunct promotions are made by your campus dean to the college president. Adjuncts are notified if they are eligible for promotion in October or March (depending on when they applied). Adjuncts may apply for promotion in either the fall or spring semester for a promotion effective the following September. Adjuncts use an A1 Form.

Both full and part-time faculty must meet the promotion criteria for time in rank and for educational requirements (see charts on page 9).

By the end of March, full-time faculty (who are eligible to apply for promotion effective September 2011) will be notified that they must apply for promotion by June 15, 2010. They use an A Form.

There are both "time in rank" and "educational criteria" requirements for promotion. It is not something faculty should take lightly or assume is automatic. The process works. But you need to know what the timelines, educational criteria and committee expectations are for the process.

Every year, I work with the Promotion Committee to make the process more transparent. This last round of promotions there were several faculty who did not fully understand the process. Likewise, some academic chairs were not

## Promotion Committee Members

- Vice President for Academic and Student Affairs, Chair
- Vice President for Planning and Institutional Assessment
- Associate Vice President for Student Affairs
- Associate Vice President for Academic Affairs
- Ammerman Campus Executive Dean
- Eastern Campus Executive Dean
- Grant Campus Executive Dean

as informed as they should have been. As a result, the Promotion Committee was frustrated with a few incomplete A Forms or with faculty who did not have prior approval for courses they took to meet their educational requirements.

My goal is to make sure all faculty understand the entire promotion process: the requirements, the committee's expectations, and the various forms used in the process.

So if you are a full-time faculty member with a promotion in your future, I urge you to attend one of the upcoming promotion workshops which I will co-present with your campus executive dean. All workshops take place during Common Hour (11 a.m.) on their respective campuses:

## Spring 2010 Promotion Workshops

<b>April 7</b>	<b>Eastern</b>	<b>P228</b>
<b>April 14</b>	<b>Grant</b>	<b>S259-260</b>
<b>April 21</b>	<b>Ammerman</b>	<b>Mildred Green Rm</b>

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# Promotion Criteria for Full Time and Adjunct Faculty

by Kevin Peterman

## Time in Rank Criteria

### Full-time Faculty

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

### Adjunct Faculty

• promotion to adjunct assistant professor	• ten (10) semesters and thirty-nine (39) teaching hours as adjunct instructor
• promotion to adjunct associate professor	• fourteen (14) semesters or fifty-four (54) teaching hours as adjunct assistant professor
• promotion to adjunct professor	• eighteen (18) semesters or sixty-nine (69) teaching hours as adjunct associate professor
• promotion to adjunct professional assistant (P1)	• fourteen (14) semesters as adjunct professional assistant
• promotion to adjunct professional assistant (P2)	• 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	• masters
• promotion to associate professor	• masters plus 18 credits
• promotion to professor	• masters plus 36 credits
• promotion to professional assistant (P1)	• bachelors
• promotion to professional assistant (P2)	• bachelors plus 15 credits
• promotion to specialist 2	• masters

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

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

\* Faculty who need to take courses to meet the above criteria must have prior approval from their campus executive dean.

# What in the World is Web Enabling?

## A Discussion of Distance Education Modalities at SCCC

by Steven Brodsky

As the FA representative to the Distance Education Committee, faculty members ask me questions like, “How can I use distance education to improve my course?” Or, “What’s the difference between a blended course and a fully online course?” To answer some of these questions, I thought it might be good to write an article that would explain the various distance education modalities available to us here at SCCC and to describe some of the features and policies of these modalities too.

If you’re faculty at SCCC, you are aware of the most common or standard teaching modality: the traditional, on-campus, face-to-face course. This, of course, is a class that is delivered synchronously and at one location—students and instructor meet at the same place and at the same time. What follows is a discussion of the other four modalities available to us here at SCCC: distance learning classroom, web-enabled courses, hybrid/blended courses, and fully online courses. Each utilizes some aspects of distance education technology.

### Distance Learning Classrooms

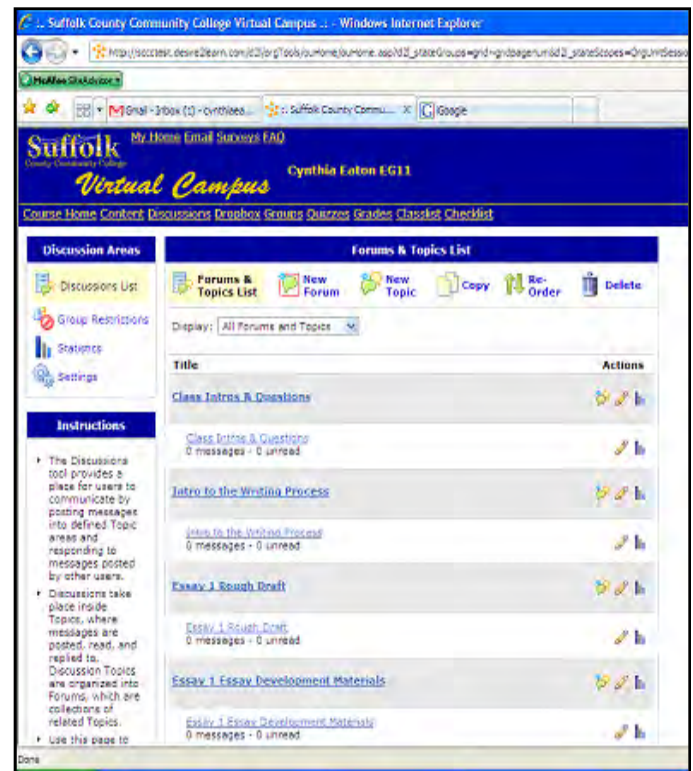
Closely related to face-to-face courses are courses offered synchronously through our distance learning classrooms (DLCs). These courses utilize cutting edge technology—the Tandberg Educator MXP Integrator system—to link two or three of our campuses. This linkage allows a faculty member to deliver a course to more than one campus at the same time. So, for example, students on the Grant and Ammerman campuses can take a course being offered in the DLC on the Eastern campus. These cutting edge classrooms are packed with all sorts of smart features like the ability to project video, data, and virtually any other type of media while conducting your lesson. For more on these great classrooms,

see my article in the November 2009 edition of *The WORD*. If you are interested in training and being scheduled in one of these rooms, see the application form under the faculty tab on the Distance Education page of our SCCC website.

### Web-Enabled Courses

Another distance education tool that faculty members can use with their synchronous courses is web enabling. (Note: You’ll hear web enabling referred to as web enhancement too. For our purposes, the two phrases are the same.) To web enable a course means that you are adding a web-based course management system to the class to support and enhance the learning activities; at SCCC, this is the Desire2Learn (D2L) system. When you web enable by adding D2L to your course, you’re adding a suite of web-based features. Here are a few examples of the features you might use when using D2L to web enable your course:

- **Dropbox:** This is a space—a kind of digital filecabinet—for your students to submit essays and other written work as attachments. You can then view the submitted work and grade it.
- **Discussion Board:** This tool is a threaded discussion area for your students. Faculty members frequently start a thread by posting a prompt topic or question. Students then respond to that prompt. Threading occurs as they respond to each other’s writing on the initial prompt topic.



*a sample D2L discussion board*

- **Quizzes:** This is an area where students can take quizzes that instructors create for them. The quizzes can be made up of any number of question types from true/false to multiple choice to short essay and beyond.
- **Gradebook:** This is a grade area where students can see their grades for items in the course. This can be structured to calculate final grades for students based on grading formulas that faculty members have created.
- **Content:** This is a space where you can add all sorts of learning activities and post documents and media to support classroom learning.
- **News:** This is part of the entry faceplate to a D2L course—the first thing a student sees upon entering the course. It is an area that displays announcements and upcoming course events/due dates.

Besides the great features that web enabling brings to your classes, it is a great

# DE Modalities

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way to turn your face-to-face courses completely “paperless.” You can take this even one step further by utilizing an e-text instead of a traditional “paper” text. This is a great way to save your students money and to reduce your carbon footprint too. If you are interested in web enabling your courses, speak to your department chair or area administrator.

Web enabling is a means of enhancing and supporting face-to-face courses. Web enabling does *not* change the structure, schedule, or contact hours of your face-to-face courses. However, the next modality does.

## Hybrid/Blended Courses

This modality is often referred to as a hybrid or blended course. What are being blended here are two forms of course delivery—synchronous and asynchronous delivery. The synchronous aspect of the course occurs just as it would in a traditional face-to-face course. You meet your class for an allotted time at an assigned place.

The asynchronous portion of the course is delivered via D2L, and in this portion of the course the students access the course and the numerous course

materials, complete assigned work, take part in assigned discussions, and interact with their peers and instructor within a time frame that the faculty member sets rather than at a fixed time. (Most of the D2L features utilized here are mentioned above.)

In hybrid/blended courses, a faculty member proposes his or her course using course development forms located on the Distance Education page.

A good deal of planning must go into designing the balance of synchronous and asynchronous course delivery that will ultimately help make the course effective and successful.

## Online Courses

At Suffolk, our fully online courses use D2L and the features mentioned above. Faculty members develop, in advance, a course that meets the course objectives but is delivered asynchronously via a course management system.

As mentioned above, asynchronous courses use time frames rather than more specific times that an assignment is due. Instructors can control the pacing of a course by regulating when learning items “open” or appear in the course. In this way, instructors can stage the learning activities.

Additionally, instructors can control

## Follow Up on November Distance Learning Classrooms Article

In my November 2009 *WORD* article on the newly improved distance learning classrooms, I neglected to add some information about the implementation of this important project.

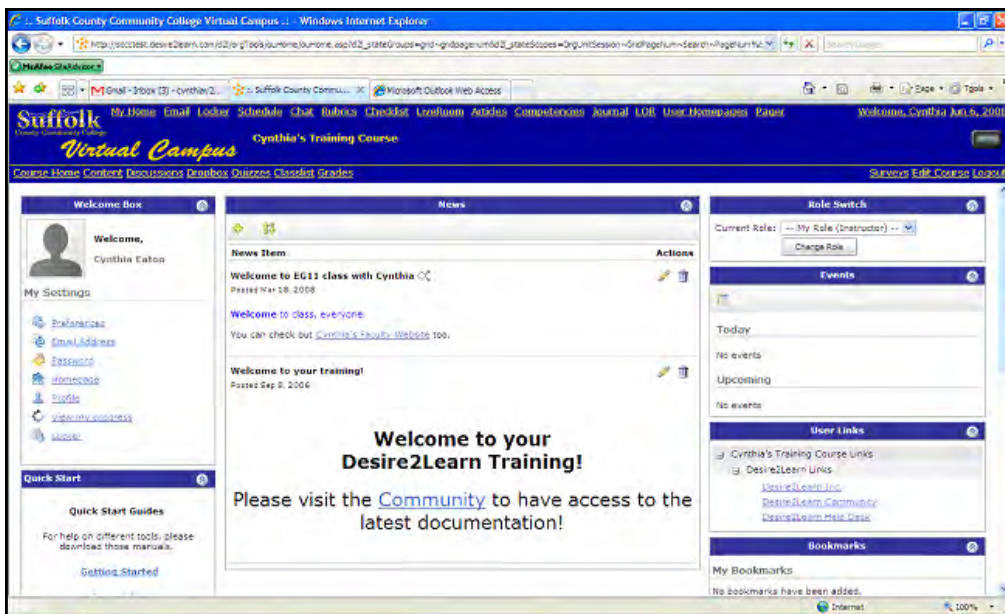
In my discussions with the Office of Instructional Technology, they made clear to me that the early work of the Distance Education Technology Systems Task Group was a key element in making the rooms come together so quickly and effectively.

This group worked collaboratively to analyze the options for the rooms and to then recommend the best system for our needs. Their recommendations resulted in the fantastic Tandberg systems and large plasma displays we now have in our DLCs.

pacing by setting release conditions—where and when documents open based on conditions like the completion of a prior learning activity. Furthermore, these courses differ from the traditional and blended modalities because there are no fixed meeting times or locations. And it is important to note that assigning fixed meeting times or locations goes against college policy for these courses.

If you are interested in teaching fully online using D2L, please see the Distance Education page for forms and more information.

There is a good deal of support for the development and implementation of these courses. Approved faculty receive release time, under the current contract, to aid in the development of their first distance education course (hybrid/blended or fully online). Moreover, D2L has a help desk to aid faculty and students with their online courses and our college has recently renewed the mentor program to aid faculty who are delivering courses via distance education.



a sample D2L news page (main page)



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