If we don’t do it, who will?
by Kevin Peterman

When I sat down to write this article, the first thing that came to my mind was the 1973 Dr. John song, “Such a Night.” While some considered the lyrics “If I don’t do it, you know somebody else will” racy, it reminded me that there was a time when people mobilized for a cause, knowing somebody would do it. Whether it was civil rights, equal rights, or ending a war, there were a core of folks willing to “do it”!

Looking at the situation today, with shrinking resources, divisive political rhetoric, and an attack on workers rights, I quickly realized there needs to be new lyrics for these trying times: “If we don’t do it, who will?”

Yes, the Occupy Wall Street movement is demonstrating the perverse distribution of wealth in this country (see page 9). While OWS has become a global cause, I think the time has come for us to get involved locally to advocate for increased funding for higher education and job creating initiatives.

I realize that last year at this time I wrote an article about getting active and not counting on the other guy to “do it.” Yes, a similar theme, but since last year we have had states like Wisconsin and Indiana pass legislation to strip workers—yes, including college faculty—of hard won rights to collective bargaining, health benefits, and pensions. And now we have a governor who is calling for a major overhaul in pensions and is continuing the trend over the last few years to underfund higher education.

As the bar chart above shows, we are, in effect, being funded at 1999-00 levels. The FA travels to Albany several times a year to lobby for sufficient funding.

The base aid rate per full-time equivalent (FTE) student shows that SCCC is, in effect, currently being funded at 1999-00 levels. The FA travels to Albany several times a year to lobby for sufficient funding.

* The figure for 2012-13 reflects proposed numbers.

continued on page 5
Thomas Huxley once remarked that “science is simply common sense at its best.”

Helping students make sense out of incredibly complex and complicated content, Dr. James Remsen uses clarity, precision, and curiosity to uncover the mysteries and wonders of life.

Jim is an assistant professor of biology on the Grant campus and teaches the full course sequences of modern biology and anatomy and physiology, both lecturing and supervising labs.

Jim has been teaching full time at Suffolk for five years, previously teaching labs and lecturing in the CUNY system after receiving his PhD from New York University. Jim first taught at Suffolk on the Ammerman campus as an adjunct.

His interest in the natural sciences, and more specifically biology, started in his childhood, checking out books about animals from the library and receiving a toy microscope when he was ten.

The fledgling biologist was also an avid birdwatcher, recording the songs of birds in his neighborhood onto tape. This early enthusiasm for investigating the natural world created a strong environmental awareness in Jim so he joined the South Shore Audubon Society, eventually serving as vice president and president of the organization.

Using his background in careful observation and meticulous documentation, Jim informs his classes with a close attention to research and inquiry. Jim's pedagogy strives to streamline the structures and functions of the human body to their essence but not lose any of the essential details that make the life sciences so fascinating.

Jim also uses the Socratic method of teaching, encouraging students to question everything, think for themselves, and push beyond their perceived limitations. It is through this constant inquisitive drive that students can achieve their own interpretations and answers.

Jim's hope is to motivate students to be so passionate in their quest for knowledge that they surpass his own formidable learning, skills, and accomplishments. It is only when his students go farther in their careers than he did will Jim consider himself a success. Jim's students are inspired by his investment in their success, going on to fulfilling careers in the sciences such as nursing.

For the immediate future, Jim is focused on exposing students to various types of data gathering and inviting a variety of seminar speakers to come to campus and share their cutting edge research in the sciences and mathematics with the SCCC community.

Not only will these resources aid students in better understanding biology, but will also stimulate Jim's own teaching and work in the field. This continuous craving for knowledge and experiences drives Jim's academic and personal life. Equipped with this philosophy, Jim encourages his students to explore the world around them and within them.

He calls this adventure “science.” I believe Thomas Huxley would agree with me in calling Jim's teaching philosophy and approach to science “common sense.”
FYI: Highlights from the Executive Council
and other news of note

- **Spring 2012 adjunct/overload checks:** According to Payroll, for the spring 2012 semester, there will be seven adjunct/overload paychecks beginning March 8 and ending May 31 as follows:

  March 8  March 22  April 5  April 19
  May 3  May 17  May 31

- **Prescription drug claim forms:** 2011 Benefit Fund prescription drug claims must be received by Daniel H. Cook by April 30.

  Express Scripts will no longer mail prescription drug printouts. To obtain one, you should go to http://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: http://www.fascc.org/beta/docs/rx2010.doc.

  If you need assistance, call Mary at 732-6500.

- **EMHP claims deadline:** Faculty must submit all unpaid 2011 medical claims to Empire Blue Cross by March 31 to receive reimbursement for covered out-of-pocket expenses.

- **Faculty development deadline:** FA members planning to apply for faculty development and retraining for summer 2012 or for the 2012-2013 academic year are encouraged to contact FA Secretary Marie Hanna for assistance in completing the application. Applications are due April 15, 2012.

- **Locate your union dues in the MySCCC portal:** Did you know that union dues are tax deductible? And did you know that you can locate your total dues deductions in the MySCCC portal? For instructions to obtain your total union dues deductions, follow the link on the FA website: www.fascc.org.

  In addition, the IRS requires nonmedical benefits to be listed as income, so you will find an item in your earnings history regarding the legal benefit. It is $75 for full-time faculty and $10 for adjunct faculty.

- **Distance education mentors:** DE faculty have some new contacts for assistance with their online and blended courses. This semester’s mentors are John Bockino on the Ammerman campus, Cynthia Eaton at Eastern, Balan Nagraj who serves both Ammerman and Grant, and Michael Zartler at Grant.

- **FA sponsors 2012 Embracing Our Differences exhibition:** A Faculty Association donation of $500 supported the Embracing Our Differences exhibition affiliated with the Suffolk Center on the Holocaust, Diversity & Human Understanding.

  The panel sponsored by the FA is shown at right. Titled “Together We Can Change the World,” the artist is Adam Davis. The quotation below it reads: “Artwork shows the power of diversity and how it can impact the world.” The exhibition is displayed at colleges and school districts around Long Island.
Short pay! All out!
The centennial of the 1912 Bread and Roses strike
by Susan Rubenstein DeMasi

The print has been hanging over my sofa for a few years now. The colors are vibrant and bold, the images stirring. My union-activist, art-loving husband gets the credit for choosing it. I give myself some credit for finally noticing the details.

It’s Ralph Fasanella’s “Lawrence 1912: the Great Strike,” and it tells the story of what later became known as the Bread and Roses Strike. The headlines incorporated into the dense painting tell part of the story: “Militia Charge Mob with Bayonets Fixed.” “Strikers Send Children Away.” The other images are just as telling, brilliantly capturing the dramatic emotions, mood, and realities of the two-month long textile workers’ strike that transfixed the nation 100 years ago this January.

Fasanella, a labor activist/artist, included powerful images of strikers parading through the streets; poor, immigrant workers shivering in their cold tenements; militiamen (ironically, descendants of the Minute Men) with their bayonets drawn against strikers; funeral processions for the strikers who were killed.

In 1912, the coming of the new year also brought a new state law that shortened the workweek from 56 hours to 54. On Thursday, January 11, a frigid New England day (it was the worst winter in twenty years), laborers discovered that the mill owners cut their pay commensurately. The resulting cut was equal to four fewer loaves of bread for already destitute, hungry families.

The slogan “Short pay! All out!” spread through the factories of Lawrence, Massachusetts. By Monday, the mills of this industrial city were shuttered by the strike, with over 20,000 protesting not only the pay cut but also the indignities of the horrendous working conditions.

They were striking for food and dignity. They needed bread and roses.

The strike had all of the dramatic elements of what could be a blockbuster movie: workers up against politicians and the state militia, innocent victims...
If we don’t do it
continued from page 1

the county’s contribution to the college. Working together, we did it!

In December, I met with SCCC student leaders, discussed the bleak funding trends, and encouraged them to get involved. I mentioned how the FA and the college leadership were working together and have been making the case to invest in higher education at both the state and local level. I stressed the need to get active and have their voices heard. We all have to “do it.”

Now as the state prepares its 2012-13 budget, we all have to work together to stop, once and for all, the defunding of higher education. We should not accept funding at 1999 levels. We need prove our mantra: Activism works!

We have to reverse the trend. We all have to “do it.”

The FA leadership has already begun contacting our state representatives regarding community college funding. On March 5 and 6 we will have many FA members in Albany participating in NYSUT’s Higher Ed Lobby Day. On March 6 we will visit every one of Suffolk’s representatives to discuss SCCC’s needs. Despite the economic downturn, we need to get a commitment to invest in—not undermine—higher education.

Two weeks later, several FA leaders will again visit Albany as part of NYSUT’s larger effort, the Committee of 100. This effort will be larger in scope, supporting education, healthcare, and labor causes.

In these uncertain times these efforts might not be enough; in order to make a real impact in Albany we need your help. In the past, when I’ve asked for help many have joined in and participated. Many also signed up for or increased their contribution to VOTE/COPE. I truly appreciate all your efforts.

So, when we send you an email, it is imperative that you join in. Whether you respond by simply sending the pre-written letter or fax, or by customizing and personalizing it first, it makes a real impact when our union members connect with their elected representatives. They take notice of the volume when so many strong, smart constituents speak out on an issue.

Let’s prove once and for all that activism works!

If we don’t do it, who will?

Bread and Roses
continued from page 4

struck down by bullets and bayonets, anti-immigrant sentiment, strike leaders arrested (and later exonerated) for inciting murder, stirring speeches by magnetic leaders.

Newspapers paid special attention when strikers sent their hungry children to live with sympathizers in other cities, where they would be well fed and safe from strife. In an incident reported in the New York Times in late February, over a month into the strike, Lawrence police were ordered to stop a further exodus of children at the train station. Mothers were beaten; children were not allowed on the train and were sent against their parents’ wishes to the city orphanage.

What drove the strikers to take a stand for two long months? Mill workers labored under grueling conditions during those unfathomably long work weeks. According to Bruce Watson in his book Bread and Roses: Mills, Migrants and the Struggle for the American Dream, the average lifespan of a textile mill worker was 39 years old. The unforgiving machinery in a mill could sever limbs and otherwise damage human bodies and minds in too many ways to describe here. Congress heard testimony from Camella Teoli, who, like many others, started working in the mills at age 13. Not long after she started working, her scalp was literally torn off, and she was hospitalized for months.

Newspaper editorials, government officials, even some clergy tried to blame the conflict not on the rich mill owners but on the strikers, mostly poor immigrants (from over 50 countries), who worked the hardest and lowest paying jobs. Yet, despite language barriers, this disparate group, many of them women—a major part of the workforce, and playing a prominent role in the strike—came together as one to prevail.

As we move into the new semester, this is what’s bound to happen. You’re tired from staying up late grading papers. Six inches of snow fell over night, and you should really get out of bed now to shovel the driveway. Your youngest kid can’t find his boots (or lunch money or permission slip). It’s nineteen degrees out for godssakes—why isn’t this a snow day?

Then you remember, as you prepare to face the day, the Bread and Roses strikers and their struggles for two months in mid-winter Massachusetts. You get out of bed.
Editor’s note: This is the first of several articles from Executive Council representative Lars Hedstrom addressing the ways SCCC can enhance the experience of veterans who are making the transition from soldier to citizen.

Our community college embodies the American ideal of opportunity, as we offer a path for our veterans to successfully transition back into our community. Historically, veteran education, supported by the GI Bill, has proven to be an effective conduit for our veterans to achieve amazing successes. After World War II, the GI Bill is credited by many as the singular success. After World War II, the GI Bill is credited by many as the singular force most responsible for creating our postmodern middle class. In my case, after serving in Vietnam, the GI Bill and America’s colleges and universities were responsible for my re-entry into the American civilian society.

Please ask yourself these questions: Are we serving our veterans as ably as possible as they come home to Long Island from battlefields in the Middle East? Are we reacting adequately to the surge of veterans coming to our college? Can we do a better job of embracing, aiding, motivating, and educating our student-veterans while they make the transition from soldier to citizen?

It’s our mission to respond to the shifting needs of the community we serve. We can expect a major change within the county’s population now that combat operations in Iraq are over and, by the end of 2013, our operations in Afghanistan will grind to a halt. Our soldiers are coming home, more and more every day. According to a study in 2008, there were 425,000 veterans using their GI Bill benefits for education and approximately 40% of them attended community colleges (New York Times, 11/2/08).

It’s logical to think that SCCC can expect to see a substantial increase in veterans in our classrooms starting this spring and continuing through 2014 when our combat commitment to Afghanistan ends. According to Anna Flack, our college registrar, SCCC serves 506 veterans currently, and we’ve seen a 25% increase in veteran enrollment over the past four years. These numbers indicate that we must plan now to balance the needs of this “new” and growing segment of our student population.

We can expect an even larger number of veterans coming to SCCC if we promote our services more proactively to returning veterans. I visited the VA Hospital at Northport recently and spoke with Vanessa Brown, program manager for all returning veterans from the Middle East. “We have seen a 45% increase of returnees processing through this facility during the past twelve months,” Brown stated proudly, “and I expect that number will double by the end of 2014.”

Why then is there such a big difference in these numbers? If the VA Hospital has seen a 45% increase in returnees in the past year, why has the college only seen a 25% increase in the number of veterans coming to SCCC over a four-year spread? Why hasn’t a greater number of veterans sought admission to SCCC?

“Frankly,” Ms. Brown responded, “we didn’t realize the kind of supporting services SCCC could provide to our veterans. Now I do.”

While there, I looked at the folder given to returning veterans as they process through the hospital; it contains all kinds of information about housing and job programs offered by the VA, but nothing about SCCC. If our publicity or promotional outreach was targeted more proactively to attract veterans, I suspect we’d see a larger number of veterans enrolling on our campuses. We need to boldly let our veterans know we’re here!

It’s important that everyone associated with our college understands the needs of veterans. Likewise, veterans need to know how to navigate seamlessly through our institution. A military friendly and supportive campus is a winning situation for the college as well as for our veterans and their family members. Thankfully, I don’t think we’ll have any problem emotionally supporting our returning troops; while I came home from Vietnam to a chorus of boos and hisses, thankfully today’s soldiers are perceived as heroes.

Welcoming home our veterans raises numerous questions: What can we do to ensure a seamless transition from soldier to citizen? What can we do to ensure the veterans’ experience at SCCC is beneficial considering all of their transitional needs? How can we focus our efforts to give each veteran exactly what he or she wants from our community college? If you’re interested in working toward some answers to these important questions, contact me at hedstrl@sunysuffolk.edu.
We have an historic set of elections this year: adjunct faculty have a full vote and, due to the recent constitutional revisions, the areas covered by most of our Executive Council (EC) representatives have changed.

This is the election timetable:

- March 15, 3:45 p.m. Request for nominations
- March 26, 12:00 p.m. Close of nominations (nominations must be submitted to FA office in writing)
- May 7, 12:00 p.m. Close of voting
- May 10, 3:45 p.m. Certification of election results at EC Meeting

The following shows the new distribution of areas per EC representative. All but four areas (in red) are up for election.

Full-time Representatives

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<tr>
<th>Ammerman</th>
<th>Nursing, Health and Human Services, Physical Education</th>
<th>not up for election this year</th>
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<tr>
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<td>Math</td>
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<td>Biology, Physical Sciences</td>
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<td>Music, Visual Arts, Theatre, Philosophy</td>
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<td>Communications, Languages, Reading, TV/Radio/Film</td>
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<td>Library, Central</td>
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<td>Accounting, Business Administration, Business Information Systems, Legal Studies</td>
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<td>English</td>
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<td>Social Sciences, Behavioral Sciences</td>
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<td>Counseling</td>
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<td>Engineering, Computer Science/Industrial Technology</td>
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<th>Eastern</th>
<th>Science, Math, Social Science, Business, Nursing, Culinary, PE</th>
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<td>Library, Humanities, Counseling</td>
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<th>Grant</th>
<th>Nursing, Health Science, PE, Veterinary Science</th>
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<td>Business, HVAC, CIS, Technology, ETU Coordinator</td>
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<td>Library, Counseling, Media</td>
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<td>Social Sciences</td>
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<td>Natural Sciences</td>
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<td></td>
<td>Humanities</td>
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Professional Assistants

- Programmatic
- Instructional Labs |

Adjunct Representatives

- English
- Math
- Science, Engineering, Automotive
- Business, Accounting, Communications, Telecom
- Nursing, PE, Health Sciences
- Humanities
- Foreign Languages, ESL, ASL, Reading
- Social Sciences
- Counseling, Education, Freshman & College Seminar
- PA/Specialist–Skills Centers
- PA/Specialist–Instructional Labs
- Guild, Retiree, PA/Specialist–Programmatic
- Culinary, Fire Science, Library, Electrical Tech, Drafting, Interior Design
Creating memorable experiences for elderly Suffolk residents
by Cynthia Eaton

Why are we so convinced that our memories are accurate when science has established that they are not?

How do some people hold onto their memories longer throughout the aging process? What sorts of things undermine our memory, and what can we do to increase our memory?

Courtney Brewer challenged her audience during the Professors on Wheels showcase to reflect on these and other provocative questions relating to the study of memory. The January 20 event allowed representatives from nursing homes and rehabilitation centers to experience brief lecture demonstrations from current and prospective faculty presenters.

A member of the Ammerman social sciences department, Courtney expressed enthusiasm about joining this very successful union initiative. Offering a lecture on memory seemed a smart fit for an elderly audience. “This is an area not fully understood in psychology,” Courtney acknowledged, “but there are some really exciting discoveries being made in the field of memory that I’d love to talk about.”

Dan Linker, Professors on Wheels program coordinator, has actively been recruiting FA members like Courtney to meet demand. Facilities serving the elderly population in Suffolk County are lining up to book not only one or two lectures but to structure entire programs. One nursing home representative inquired about having the lecture by Natalie Niemann (Construction Technology, Ammerman) on modern architecture. “After the lecture,” she explained, “we could take residents on a field trip to the Guggenheim, then invite Prof. Niemann for a follow up.”

That was just one of several smart suggestions during the showcase. No surprise: a growing body of research establishes various benefits for older adults who participate in educational activities such as Professors on Wheels lectures.

Psychiatrist Robert Butler was pivotal in establishing the importance of reminiscence in the health and well being of the elderly. Before Dr. Butler’s seminal 1963 piece on “life review” in the journal Psychiatry, people viewed reminiscing by the elderly as indicative of mental decline, of “living in the past.”

Today, experts recognize the benefits of reminiscence for adults—and Professors on Wheels lectures often prompt older audience members to reminisce about life experiences related to the lecture topic.

During one of his own lectures on the history of the English language, Dan played a recording of an actor reading...
Creating memories
continued from page 8

Beowulf. One of the nursing home residents immediately recognized the actor’s Welsh accent and talked about his childhood in Wales. “It led to an interesting conversation,” Dan beamed. “The gentleman was in his glory, and we all learned a lot from him that day.”

Representatives from the nursing home facilities report that residents can’t stop talking about the Professors on Wheels lectures for days afterward. The impact might be felt in a number of ways. Research in the journal Aging and Mental Health in 2010, for example, notes that older adults in residential care facilities who participated in an integrative reminiscence group demonstrated statistically significant reduction in depressive symptoms.

A 2010 article in the Journal of Housing for the Elderly, which focuses on individuals living in assisted living communities, concludes, “Active engagement in physical, social, and cognitive activities is positively associated with greater life satisfaction and physical and mental health and supports functional capabilities.”

The good work of union members who volunteer for Professors on Wheels has been recognized in a variety of ways. Several articles about the program have appeared in Newsday, and our program has been featured in the American Federation of Teachers’ higher education newsletter On Campus.

Recently, Dan Linker and Executive Vice President Kevin Peterman had the opportunity to discuss the program with the Suffolk County Legislature’s Education and Information Technology Committee. Chaired by Legislator Sarah Anker, the committee members asked questions, offered congratulations for the FA’s success thus far, and shared advice for continuing the program. Legislator Wayne Horsley even volunteered to serve as one of our presenters.

There’s a lovely quote about memory in Proust’s In Search of Lost Time: “If we mean to try to understand this self, it is only in our innermost depths, by endeavoring to reconstruct it there, that the quest can be achieved.”

Interacting with the seniors in our community and engaging their memories is a fundamental goal of Professors on Wheels. It creates memorable experiences for everyone involved—and hopefully helps all of us better understand our self.

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Graphics reprinted with permission from the Clarion, newsletter of the Professional Staff Congress of CUNY. Originally published in the Clarion December 2011.

Images or design concepts thanks to occupydesign.org.
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.
Promotion: It’s ultimately your responsibility
by Kevin Peterman

It’s that time again. Actually, it is always that time. As soon as we finish with promotions for the current year, we begin gearing up for the next year. Managing promotions for full-time faculty is a lengthy process. Here goes!

Faculty who sent in their completed applications in June 2011 for their promotion effective September 2012 will be notified of the promotion committee’s recommendations to the president shortly.

Adjunct promotions do not go to the committee. Your campus dean makes recommendations for all adjunct promotions 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 facing page).

Full-time faculty who are eligible to apply for promotion effective September 2013 will be notified that they must apply for promotion by June 15, 2012. They use an A Form.

Occasionally, there are a few faculty who for various reasons are not on the list. So, if you even think you are eligible, attend the workshop. I encourage faculty who were recently hired to attend; it’s never too early to understand the process.

There are both time in rank and educational criteria requirements for promotion. Faculty should not take this lightly or assume it’s automatic. The process works, but you need to know what the timelines, educational criteria, and committee expectations are.

Every year, I work with the promotion committee to make the process more transparent. The committee’s recommendations from this last round of promotions were typical. Most faculty were recommended for promotion, but some were not. One thing I’m fairly certain of is that faculty who attend a promotion workshop have a better understanding of 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. 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.

All workshops take place during common hour (11 a.m.) on their respective campuses. Room locations will be posted on the FA website.

3/14 Grant campus
3/21 Ammerman campus
4/11 Eastern campus

Faculty Association 2011-12 Executive Council

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Kevin Peterman..................................................Executive Vice President
Marie Hanna............................................................Secretary
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Christine Hegarty................................ENG, LIB, COM, THR, RVT
Pricilla Pratt..................................................ENG, LIB, COM, THR, RVT
Corrine Morton-Geinzer..............For Lang, ESL, RDG, HUM, ASL, MUS, ART, PHL
Kelliann Flores.................................For Lang, ESL, RDG, HUM, ASL, MUS, ART, PHL
Russell David..................................................Math
Sarahjeanne Goldstein.................NUR, HSC, DTE, HIT, CDC, EDU, PED, COL
Agnes Lynch..........................NUR, HSC, DTE, HIT, CDC, EDU, PED, COL
vacant..................................................PA/Specialists - Acad. Skills Ctrs.
Maureen Sandford.....................PA/Specialists - Programmatic, Tech, At-Large
MaryAnne Ellinger.....................PA/Specialists - Instructional Labs
Christopher Gherardi........................Retiree/Guild
Charles Grippi..........................Retiree/Guild

EC Reps: Professional Assistants
Maureen Arma.................................Programmatic
Steve Ortiz-Rios.................................Technical Areas/Instructional Centers
Deb Kiesel.................................Instructional Labs

EC Reps: Ammerman Campus
Sara Rafferty..................................................Music/Visual Arts
Lisa Aymong..............................................Nursing/Health & Human Services/PE
Darryl Butkos.............................Biology/Physical Sciences
Jan-Marie Wright..............................Math
Lars Hedstrom..............................Comm./Languages/Reading/Philosophy/Theater/TV, Radio, Film
Kevin McCoy..........................................Library/Central
Kevin McNamara............................Accounting/Business Admin./Business Information Systems
Maria Kranidis..............................................................English
Denise Haggerty................................Social Sciences/Criminal Justice
Karen Pepe..................................................Counseling
Mike Simon..................................................Engineering/Computer Science/Industrial Technology

EC Reps: Eastern Campus
Michael Boecherer..........................Library/Humanities/Social Science
Louise Johnston........................................Counseling/Science/Math & Business

EC Reps: Grant Campus
John Burgess........................................Natural & Health Sciences/Math/PE
Bruce Seger........................................Liberal Arts/Counseling/Library
Mohini Ratna.............................Liberal Arts/Counseling/Library
Peter DiGregorio...........................Business & Technology

New York State United Teachers
Jonathan Rubin.............................NYSUT Labor Relations Specialist
Professors on Wheels program coordinator Dan Linker (left) and FA Executive VP Kevin Peterman (right) discuss the FA’s Professors on Wheels initiative with members of the Education and Information Technology Committee of the Suffolk County Legislature. Legislators asked questions, offered suggestions for expanding the program, and congratulated the FA on the success of the program thus far.