

Back to the future; or, everything old is new again by Ellen Schuler Mauk

The collective *we* should have realized that Murphy's Law—if anything can go wrong, it will—is always at play when one tries to make changes that affect a lot of people in a very short time frame. To wit: the EMHP prescription drug program.

With only two days before the switch over to OptumRx, the FA emailed faculty that the change in the EMHP prescription benefit provider would *not* take place on April 1 as had been previously announced. So, faculty were advised that Express Scripts, Inc. (ESI) would continue to be our prescription drug provider until further notice. Members were advised to use their old cards with the ESI Rx group numbers and that the move to mandatory mail order would be postponed until further notice.

Since that time, the EMHP labor/management committee has been alerted to the fact that the changes we had anticipated both in a seamless transition to a new prescription benefits manager (PBM) and anticipated savings by making the change could not be realized or could not be realized in a timely manner that would have the cost benefit we had assumed.

As a result, the EMHP labor/



management committee withdrew its recommendation of selecting OptumRx as the successor PBM, ended the 2012 RFP process for a new PBM without selecting a successful “bidder”

and decided to exercise its final year option to extend the contract with ESI through 3/31/14 (subject to an acceptable agreement).

In addition to negotiating more

continued on page 8

1 Back to future: EMHP changes

3 FA community service award

9 Women in unions: Books and films

2 FA spotlight: Lauren Liburd

4 Peterman is higher ed member of year

10 Join NYSUT at June 8 rally for public ed

3 FYI and other news of note

5 Open SUNY, MOOCs, and teaching life

11 Save the date for Ellen's retirement

The enchanted cottage

by William Burns

Imagine a wondrous place that can fulfill dreams, open up opportunities and enrich lives. Tucked away on the Ammerman campus, there is such a magical place and a magical person who will open the door for you: Lauren Liburd, a specialist in institutional advancement for the SCC Foundation.

Located in The Cottage, the Foundation is a not-for-profit corporation fund to develop additional resources for students and faculty: scholarships, loans, programs and professional development. Lauren is responsible for the financial analysis of all Foundation activities and serves as liaison between the Foundation's board of directors, the FA and college administrators, faculty and staff. She oversees all financial transactions that move through the Foundation office.

Though this position seems stressful, Lauren gets great satisfaction working with donors who want to establish scholarships with the Foundation. As needs and resources constantly change, Lauren has her finger on the pulse of what's going on at the college and in Suffolk County through managing the e-commerce capabilities of the Foundation's website and the online alumni community.

Lauren hopes to help implement a scholarship system that would allow

complete automation of the scholarship process from creation to disbursement. For Lauren, technology will continue to aid the process of identifying and maximizing resources for SCCC.

Lauren has been at SCCC for two years and has a bachelor's degree in English and finance from Syracuse and an MBA from Hofstra. She combines these educational experiences with eleven years in various positions with corporate firms, effectively linking the academic, civic and business worlds. Her approach to successful communication with such diverse professionals is to always listen first, understand the process and culture that she is trying to impact and then map out a course of action.

Lauren feels it is necessary to recognize others' expertise, ask questions and learn from their example. These interactions forge positive relationships and establish professional respect. Lauren has received positive responses from both the SCCC community and Suffolk County. The quest for new resources requires an objective understanding of current conditions and managing processes rather than taking any set back personally.

Lauren's resourcefulness does not end at The Cottage but extends into her personal life. She is active in the Long Island chapter of the Sigma Gamma Rho sorority and advises undergraduate members of this organization at Stony Brook and SUNY Old Westbury. As an advisor, she works closely with students and administrators to ensure that the sorority adheres to school policies and participates in academic discussions on how to enhance learning



photo by Kevin Peterman

and development of undergraduates. Lauren is also a member of the National Coalition of 100 Black Women of Long Island, a longtime supporter of SCCC through its scholarship opportunities.

Lauren's activities outside her work here are focused on community enhancement and development, which is at the core of SCCC's mission. Clearly, Lauren embodies the invaluable bonds between institutions of higher education on Long Island. In the future, Lauren would like to get back into the classroom and teach at SCCC, sharing her prolific information and connections with students, and get more involved with the FA.

On the personal side Lauren hopes to further cultivate her formidable skills and knowledge, interacting with people, engaging in creative dialogue and listening to various perspectives. With such an able caretaker, the enchanted cottage will continue to make wishes come true.

The WORD

Cynthia Eaton.....Editor-in-Chief
 Kevin Peterman.....PR Director
 William Burns.....Writer
 Susan Rubenstein DeMasi.....Writer

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

- **FA elections:** Don't forget to vote in this historic election! Things to know:
 - Close of voting is May 7.
 - Do not bring your ballot to the FA office; this will invalidate your vote.
 - Follow the instructions on the ballot and send it via U.S. postal service.
 - Only members who have completed a voter registration card and enrollment form are eligible to vote; if you haven't done so and wish to vote in future elections, contact the FA office at 451-4151.

- **VOTE in your local school budgets on May 21:** Don't forget to vote on the budget for your local school district on Tuesday, May 21.

It's important for union members who are familiar with the issues affecting education on Long Island to speak up!

- **Oh no, Spokeo:** Here's a privacy tip from our brothers and sisters in the Mohawk Valley CC Professional Association. Spokeo is a website that allows people to find you via name, email, phone, username or address. It can list your exact address and home value as well. All of this is

publicly available information, but Spokeo's presentation of it in a single website makes some educators uncomfortable.



To opt out find your profile (www.spokeo.com) and copy the web address assigned to you. Go to www.spokeo.com/optout and complete the form with your URL, email address and the Captcha code. Then, in your email account, click the link from Spokeo to remove your listing.



photo by Michael Campbell

Breast Cancer Survivor/Memorial Quilt

Calling all quilters! Join TEAM FA to create a quilt in honor of those who have fought breast cancer. Contact Anita at 451-4151 or anita@fascc.org.

The FA received a NYSUT community service award this year. In the photo above, accepting the award at this year's Representative Assembly from NYSUT president Dick Ianuzzi (third from left) in Washington, D.C., are community outreach co-chair Lisa Aymong, FA president Ellen Schuler Mauk and community outreach co-chair Tim McHeffey.

The award recognizes a local's collective and sustained contribution to community service, such as our participation in Professors on Wheels and Making Strides Against Breast Cancer as well as contributing to the NYSUT Disaster Relief Fund and the Suffolk Center on the Holocaust, Diversity & Human Understanding.

Kevin Peterman named NYSUT Higher Ed Member of the Year

Editor's note: This is Kevin's acceptance speech given during the NYSUT RA.

On January 24 when I received a call from NYSUT vice president Kathleen Donohue congratulating me as recipient of the Higher Ed Member award, I was quite surprised and humbled. You see, I know the process. It meant that someone from my local nominated me; thank you Jane-Marie Wright. And that the FA Executive Council had to approve a nominating resolution, which they did via an email ballot to surprise me. And that was accomplished as well. And, of course, thank you Ellen Schuler Mauk for signing off on the resolution and sending it in! And of course, my partner Joyce Gabriele, who puts up with my many nights out at fund raisers and political meetings. I love you.

And, of course, thanks to my dad Ken, my son Brian, his wife Heek and their daughter Reyna. Thanks for being here and sharing the award with me. To my mom, my daughter Erin, her husband Peter and their three children, Ava, Alec and Drew, although you could not make the trip, you guys are in my heart!

I am honored to stand before you tonight and accept an award for doing what I love to do: political action. No, I mean political *education*. As my community college colleagues know all too well, and as June and Ron Smith and my K-12 brothers and sisters in Suffolk County know as well, community colleges are funded differently. We receive state aid *and* support from our local sponsor. In our case it's Suffolk County.

I believe that I've been recognized tonight because of my local's very effective political education achievements in Suffolk. I thank the Suffolk ED directors for your support.



NYSUT Higher Education Member of the Year Kevin Peterman poses with his family at the Representative Assembly in Washington, D.C., on April 13.

They know the FA is involved in Suffolk County's legislative and county executive elections. They know that for community colleges across the state, the county legislatures are like local school boards: they vote on our college budgets, approve our collective bargaining agreements and fund our capital projects. And our legislators know that when we ask the 62,000 NYSUT members in Suffolk County to support our candidates, they turn out on Election Day!

And I want to thank you for that! I want to thank you for working with us to help us elect local representatives who are willing to listen to our needs, to hear our labor concerns and to understand the needs of our students.

I want to thank NYSUT for allowing us to reach out to members with our local endorsements.

Not only for making more than three thousand robo calls in a recent special election on January 15 but for making it easier to mail local campaign literature in that special election in

Suffolk's 1st legislative district (LD). I want to thank my colleagues in the 1st LD who voted that day. A 15% turnout in a January special election is remarkable. The best news is that our endorsed candidate, Al Krupski, won with 67% of the vote! Thanks to you!

I want to take that success we have had and spread it throughout New York state. I want every NYSUT member to vote in the county races in the odd years and the state races in the even years. I know it works when labor, specifically NYSUT members, vote. Look at our successes in Suffolk.

We need to educate our elected officials; we need to get our members to vote and to vote for our issues. When we do that we win!

And so I thank you for this award and I share it with my local and my 62,000 NYSUT colleagues in Suffolk County. Because you made it work.

You have proven to me in every local election that activism works! Because of that, I believe I was recognized and because of that, I thank you!

photo by Michael Campbell

Open SUNY, MOOCs, and the teaching of life

by Cynthia Eaton

“I insist that the object of all true education,” W.E.B. DuBois writes in *The Talented Tenth*, “is not to make men carpenters, it is to make carpenters men. ...Education must not simply teach work—it must teach Life.”



In 1903 DuBois was arguing for blacks to have access to a classical liberal arts education in response to Booker T. Washington’s advocacy of industrial training for newly freed blacks.

In 2013 recent trends again generate vigorous debate about the purpose of higher education—and the impact of various policies and approaches on the *haves* versus the *have nots*.

The college completion agenda, intensified by President Obama’s 2009 State of the Union address, focuses on strategies to significantly increase the number of college graduates. This has brought intense pressure to higher ed in recent years, from local, state, and federal stakeholders and from external groups like high profile grants foundations and for-profit companies eager to offer solutions.

The completion agenda is problematic for numerous reasons including the focus on shortening time to degree and the lack of attention to the quality of education students receive while in college.

One might think Obama’s focus on completion and on community colleges might have stemmed the decades-long decline in funding for public education. But not so. The completion agenda presses onward, misrepresenting or ignoring the financial burden on students due to ever-decreasing public funding and corresponding tuition

increases, which forces many students to work more and study less.

Open SUNY: What’s the “big idea”

The completion agenda seems evident in SUNY chancellor Nancy Zimpher’s Open SUNY resolution, passed on March 19, which aims to use prior learning assessment, competency-based education, three-year undergraduate programs/five-year graduate programs and massive open online courses (MOOCs) to add 100,000 SUNY enrollments in three years and increase the number of SUNY graduates.



Inside Higher Ed quotes Zimpher on March 27 as saying that up to a third of the credits for some degree programs could come from other institutions, including MOOCs from companies like Coursera, which is SUNY’s “main discussion partner.” The article continues,

Being able to bring in credits from courses taught by professors at more elite institutions—Stanford University or Duke University—could help improve student perception of a SUNY education to being much more than a “degree of convenience,” the chancellor said.

Another idea, as noted in a March 20 *Chronicle of Higher Ed* article, is that “The system will also push its top faculty members to build MOOCs designed so that certain students who do well in the courses might be eligible for SUNY credit.” According to the Open SUNY resolution members of the nascent Distinguished Faculty

Academy—created last May—will be tapped to deliver SUNY MOOCs. This merits close examination, given Zimpher’s push for seamless transfer.

Indeed, SUNY has already seen its first MOOCs. In fall 2011, SUNY Empire State College (ESC) offered a MOOC called “Creativity and Multicultural Communication,” which could be taken for credit. SUNY Geneseo launched its own MOOC, “Identity in the Third Space,” this January.

The brief, wondrous life of MOOCs

Before contemplating the impact of MOOCs in our state, it seems useful to know their history. The term MOOC was coined in 2008 by Dave Cormier in reference to a course offered at the University of Manitoba by George Siemens and Stephen Downes. “Connectivism and Connective Knowledge” enrolled some 2,300 students, with a small portion receiving credit.

The 2008 course focused on how learning and knowledge emerge from a network of connections; real knowledge, Downes and Siemens assert, rests in a diversity of opinions, experiences, perceptions—and learning is the process of connecting concepts from such varied disciplines and sources.

The theory of connectivism has been used by Downes to distinguish between types of MOOCs. He uses the term *cMOOC* to refer to the original connectivist MOOCs that are not for profit and not necessarily even “courses,” as they interrogate the structure of traditional courses and how the centralization of course

continued on page 6

management systems (CMS) defy the open principles of the Internet.

Mainstream media, however, typically reports on *xMOOCs*, the private, for-profit type offered by companies like Coursera and Udacity that are structured like large lecture courses, in that participants watch lectures recorded by professors at elite universities, then interact in and take computer-scored or peer-scored assessments in a CMS.

In fall 2011 *The New York Times* reported on a Stanford MOOC on artificial intelligence that eventually enrolled over 160,000 participants. The professor, Sebastian Thrun, founded MOOC provider Udacity, while his colleagues Daphne Koller and Andrew Ng founded Coursera. MIT and Harvard developed edX as a non profit.

Spring 2012 saw numerous institutions race to affiliate with and offer courses through these three major MOOC companies. A scandal erupted last summer with the very public ouster and reinstatement of University of Virginia president Teresa Sullivan due, in part, to the belief that she wasn't pursuing online education aggressively enough. Last November *The New York Times* declared 2012 as The Year of the MOOC.

View from the left coast

Despite the lack of evidence that MOOCs improve learning and despite evidence that MOOCs have had very low completion rates (averaging 10%), MOOC providers have been successful in promoting their product in various states. California, in particular, seems determined to rely on MOOCs to alleviate classroom overcrowding.

State lawmakers have introduced several bills that would force the three

higher ed segments—University of California, California State University, and California Community Colleges—to offer and/or to accept credit from MOOCs. Assembly Bills 386 and 387 mandate 10% of courses at the three higher education segments to be placed online and to ease transferability. Assembly Bill 1306, the most extreme, proposes to establish New University of California as the fourth higher education segment; it would provide no instruction but would issue college credit and degrees for passing exams.

Senate Bills 520 and 547 would create a structure that identifies the 50 most in-demand courses and force the three higher education segments to develop and accept for credit a higher quantity of transferable online classes.

Faculty, who traditionally have input on such curricular matters, have expressed grave concerns. Robert Samuels, president of California Federation of Teachers, says, "Every step of the way, we've been told, 'Oh, the faculty will drive this,' and then it comes top-down from the governor, it comes from the president of the university, it comes from the Legislature now."

A March 30 *New York Times* op-ed is critical of these moves as well.

The same California State Legislature that cut the higher education budget to ribbons, while spending ever larger sums on prisons, now proposes to magically set things right by requiring public colleges and universities to offer more online courses.

...Online classes are and will be part of the educational mix, in California and elsewhere. But they cannot be counted on to revive a beleaguered public system whose mission is to educate a great many freshmen who need close instruction and human contact to succeed. To broaden

access and preserve what is left of the public university, California lawmakers will need to change budget priorities that have been moving in the wrong direction for a long time.

Trendspotting / Trendstopping

Several developments in the trend toward prior learning assessment and competency-based education merit careful examination: StraighterLine, WGU, and robograding.

1) StraighterLine

Several documents leading up to

continued on page 7

Is the line straighter?

"Colleges aren't the only ones who can offer college courses. It means rethinking what a college is." — Burck Smith, StraighterLine CEO and founder (*New York Times* 3/20/13)

Smith is clearly excited about the prospect of MOOCs being accepted for credit. To *The Chronicle*, he declares that MOOCs are "a really important step. It says there are lots of potential providers for online education."

Smith is a member of the conservative American Enterprise Institute (AEI)'s higher education working group and contributes to their education policy books. AEI works to influence policy in favor of charter schools, merit-based pay for teachers and the elimination of the pension system, among other things.

Dick Cheney sits on its board of trustees, and its leadership includes about two dozen former members of George W. Bush's administration.

the Open SUNY resolution establish the influence of the Empire State College (ESC) model. ESC, it should be noted, is an accredited partner college of StraighterLine, alongside University of Phoenix, Capella, and Western Governors University (WGU). StraighterLine notes that ESC will “directly accept” their transcripts.

The company’s online courses page makes clear its attitude about the value of college courses: “With StraighterLine’s self-paced, online college courses, you can skip the overcrowded lecture halls and get your required courses out of the way conveniently and affordably.”

There. They said it. Get your courses “out of the way”—the very phrase we faculty fight to help students understand that college is more than a series of annoying obstacles to float through or avoid every chance they can.

The page selling their freshman composition course declares that “it’s most frequently taught in overcrowded lecture halls”—a clear falsehood. StraighterLine students have the option of taking first-year composition for \$49 from McGraw Hill or for \$99 from McGraw Hill with a University of Phoenix instructor.

2) WGU NY?

Zimpher’s Online Education Advisory Team published an interim report last December that undergirds what the Open SUNY resolution might entail. Zimpher tells *The Chronicle* that “the new SUNY effort will aim to copy the Empire State model [of prior learning assessment] across the system,” and the report directly cites in its “environmental scan” Western Governors University (WGU).

WGU is an online university that relies on prior learning assessment

and grants competency-based degrees. Students enroll in courses but can take exams whenever they feel ready; if they pass, they are done with the class. WGU graduates boast of earning bachelor’s degrees in six months.

ESC grants college credit in a variety of ways for skills gained outside of college, such as via AP, CLEP, standardized tests, Excelsior College exams and specific licenses or certificates. The Open SUNY resolution, Zimpher tells *The Chronicle*, “opens the door to assurances to our students that this kind of prior learning assessment will be available eventually on all our campuses.”

A faculty concern is that SUNY risks becoming another WGU, where there are few faculty and many more mentors who keep tabs on students. ESC mentors already have a different role than traditional academic faculty.

States like Indiana, Texas and Washington have outsourced some of their higher education to WGU for their prior learning assessment and competency-based education programs. All are StraighterLine partners. Indeed, Indiana governor Mitch Daniels refers to WGU Indiana as its “eighth state university.”

Zimpher has said that ESC’s prior learning assessment program prevents SUNY from having to bring in WGU. “Usually when you have an outside vendor, it’s to deliver something that you don’t know how to do,” she tells *The Chronicle*. “In our case we actually know how to do this, and we know how to do it well.”

Brava for not wanting to bring WGU to NY, but is this a model we want to emulate across SUNY? A model that reduces education to a series of competency exams in which students earn four-year degrees in mere months?

3) Writing for the robot

One problem with MOOCs is

“...lawmakers will need to change budget priorities that have been moving in the wrong direction for a long time.”

that they are massive. How is a single faculty member to respond to or grade thousands of assignments? MOOCs in computer science, for example, rely on computer-scored assessments. Can writing be assessed by computer? edX president Anant Agarwal in a recent *New York Times* article says yes, asserting that they have developed automated essay grading software. “This is machine learning and there is a long way to go, but it’s good enough and the upside is huge,” he says. “We found that the quality of the grading is similar to the variation you find from instructor to instructor.”

Not all faculty are buying it, however. Faculty at Amherst College recently declined to affiliate with edX despite “a long courtship,” as *Inside Higher Ed* terms it. Amherst’s president, significantly, left the final decision in the hands of the faculty, who cited concerns about edX’s broader effect on higher ed, specifically the perpetuation of the lecture-and-regurgitate model and the already too hierarchical system of higher ed.

They also disliked the robograding. *Inside Higher Ed* quotes Amherst law professor Adam Sitze: “They came in and they said, ‘Here’s a machine grader that can grade just as perceptively as you, but by the way, even though it can replace your labor, it’s not going to take your job,’” Sitze said. “I found that funny and I think other people may have realized at that point that there was not a good fit.”

continued on page 8

Defining our profession

The completion agenda ignores the realities of decimated state funding to support students in public institutions. Daphne Koller of Coursera, apparently already in talks with SUNY, argues that she advocates for online education for the sake of the students. In a March 14 *Chronicle* article, she says, “It’s important to maintain academic freedom, but it’s important for faculty to understand the constraints that students are living under.”

This Ivy Leaguer believes that faculty who don’t support her MOOCs simply fail to understand our own students’ lives, their daily struggles to balance college, work and family obligations. Given that significant funding from Gates, Lumina, and other private foundations support the development of MOOCs—some specifically for community colleges—assertions like these need to be countered by faculty like us.

The DuBois quote reminds us of our college’s own mission statement, which says that SCCC “transforms lives, builds communities, and improves society.” We transform lives. Doing so takes time. Developing intellectual skills takes time. Learning new things takes time.

If you’re interested in learning more about the completion agenda and how it’s being manifested in New York state, get involved in the FA. Get involved with NYSUT and AFT Higher Ed.

Our unions are constantly interrogating these trends and advocating for faculty input on the issues. You *can* have a voice in defining the future of our profession—in making sure that higher education remains dedicated to teaching students about life.

favorable terms with ESI for this next year, the committee agreed to issue a new RFP for prescription drugs this summer with a timeline that will allow for an adequate transition between the current provider and a new provider if that should occur.

So, where are we now?

ESI is and will be our current prescription benefit manager at least until 3/31/14. Faculty should continue to use their old cards that identify ESI as the prescription drug provider.

What should I do if I don’t have the old card?

You can get a new card from the Empire Blue Cross Blue Shield website, www.empireblue.com, by logging in to your account and printing a new card or you can call EBCBS at 800-939-7515 and request a new card.

Will mandatory mail order be required for maintenance drugs even though we’re still using ESI?

Yes. Effective June 1, 2013, any prescription over 21 days and up to 90 days must be filled through ESI Mail Service Pharmacy. If you are currently utilizing ESI mail order, you don’t need to change anything.

If you wish to sign up for mail order before June 1, you can call ESI customer service at 800-950-2662 to find out what you need to do.

Or you can wait until the Suffolk County all employees memo is issued that will provide questions and answers as to what you need to do to make the change to mail order.

Yes. You will need to contact your physician(s) and obtain a new prescription even if you have remaining refills. Your physician(s) can electronically submit this prescription to ESI via fax or e-script, or you can request a mail-in order form from ESI.

Can I choose not to use mail order and continue to receive a 21-day script at retail indefinitely?

No. All maintenance prescriptions must be filled through the ESI mail service pharmacy. If you continue to use retail, you may be responsible for the full cost of your prescription.

One last comment:

Despite the bumpy non-transition in our prescription drug program, the Suffolk County unions are confident that the renegotiated arrangement we now have with ESI will be in the best interests of our members.

We’ve been able to negotiate terms that are consistent with the savings the unions agreed to in the 2012 health benefits MOA. If these savings materialize as we anticipate, there will be few or no changes to our health benefits in the near future.

Although going to mail order may require a change for many members, the co-payments for mail order are less than they were at retail maintenance pharmacies, so this is another direct savings for members.

A woman's place is in her union: Some “don't miss” books and films

by Susan Rubenstein DeMasi



“I took a piece of cardboard and wrote the word UNION on it in big letters, got up on my work table, and slowly turned it around. The workers started cutting their machines off and giving me the victory sign. All of a sudden the plant was very quiet...”

—union organizer Crystal Lee Sutton

If this display of solidarity sounds familiar, it's probably because you saw Sally Field re-enacting the scene from Sutton's life in the Oscar-winning film, *Norma Rae*. The film, which portrays a young mother and textile worker who fights to unionize a mill, is one of nine that are explored by author Jennifer L. Borda in the book, *Women Labor Activists in the Movies: Nine Depictions of Workplace Organizers, 1954-2005*.

Borda doesn't just look at Hollywood blockbusters. She also examines important documentaries, including *With Babies and Banners: Story of the Women's Emergency Brigade*, an Academy-Award nominated film made in 1979 about women's roles in a 1936 auto workers strike and *Live Nude Girls Unite!*, which tells the story of efforts to unionize strippers in San Francisco.

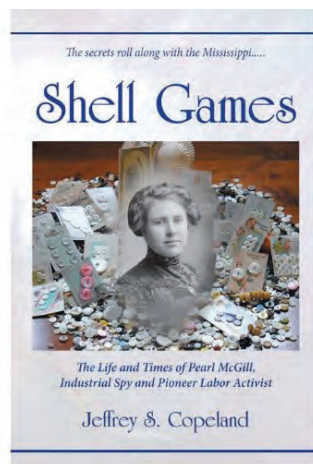
Below are some other notable books you might want to check out.

The recently reissued *Women, Work and Protest: A Century of U.S. Women's*

women received from unions in early labor history.

Labor History offers essays on women's labor organizing and activism beginning in the 19th century. While covering women's involvement in important strikes and protests, it also documents the unequal treatment

details restaurant workers' struggles with discriminatory labor practices and poor working conditions. Although its focus is not specifically on women, the chapter “Women Waiting on Equality” documents gender discrimination in the mainly non-unionized food service industry.



Pearl McGill isn't a household name but she certainly deserves the recognition she gets in *Shell Games: The Life and Times of Pearl McGill, Industrial Spy and Pioneer Labor Activist*. In 1910 when she was sixteen, McGill went to work in a button factory in Iowa. Within the year she became an organizer and activist, traveling the country to raise funds for striking button workers. This work of literary non-fiction reads like a novel and recounts her life until she was murdered in 1924. In 2006 she was inducted into the Iowa Labor Hall of Fame.

Moving to more present-day problems, *Behind the Kitchen Door*

Incidentally, *Norma Rae* inspiration Crystal Lee Sutton (above) had a noteworthy association with community colleges. After leaving the mill Sutton went on to become a speaker for the Amalgamated Clothing and Textile Workers Union. Later, she went back to school in North Carolina's Alamance Community College's (ACC) nursing assistant program.

Their website quotes her as saying, “Thank God for ACC, where even the working poor can come, get financial assistance and get a new start in life.” She left her historic labor union papers to the college when she died in 2009. More information about the Crystal Sutton Collection can be found at <http://www.crystalleesutton.com>.

Tell the truth about testing: Show your solidarity on Saturday, June 8

As higher ed faculty contemplate the many changes affecting our institutions, we cannot forget that the students coming to us are products of the K-12 system.

It's imperative, then, that we show solidarity with our K-12 brothers and sisters as they fight against excessive and inappropriate use of standardized tests in our state.

One way is to attend the June 8 rally for the future of public education in Albany. NYSUT is organizing bus transportation to and from the rally, and the FA will announce more information as it becomes available.

Thousands of NYSUT members from around the state have participated in NYSUT's "Tell It Like It Is" campaign, speaking out, sharing stories and calling for the state to invest in student learning—not more testing.

Now it is time to stand up, take action and fight to enact legislation that will force policymakers to act.

The Truth About Testing Act of 2013 (A.6594) will require a thorough review of the cost of student assessments, time spent on test preparation and the resulting cost to student learning. New York's students look forward to school each day, but their enthusiasm for learning is being eroded by policymakers' obsession with high stakes standardized tests.

Yet, there has never been a complete or accurate accounting of the cost of testing in terms of dollars spent or their effect on classroom instruction and the

learning environment.

We must also fight to pass legislation that will make sure that tests given to our youngest students are used only for diagnostic purposes or to identify academic needs (A.6593). Although the state does not require it, many school districts are beginning to administer commercially developed standardized tests to students in the early grades. However, these tests are not being used for diagnostic purposes

or to identify academic needs. They are unnecessary and excessive, and they do not improve education for these early-grade students.

Go to www.truthabouttesting.org to demand that lawmakers pass the Truth About Testing Act of 2013 (A.6495) and to pass legislation to Stop the Non-Diagnostic Standardized Testing in Grades K-2 (A.6593).

SAVE THE DATE & SPREAD THE WORD

**BE
THERE
6.8.13
ALBANY**

RALLY

FIGHT FOR THE FUTURE OF PUBLIC EDUCATION!

Your Voice Needs To Be Heard
NYSUT Members, Parents, Students, Community Members



Rally will start at midday:
go to nysut.org for details

BE THERE: ALBANY, JUNE 8!

**Help pass the Truth
About Testing Act**

www.truthabouttesting.org

**“Oh, you do not
want to miss
this party!”**

**Save the date for Ellen’s
retirement celebration:**

**October 3, 2013
Land’s End, Sayville**



photo by Kevin Peterman

Faculty Association 2012-13 Executive Council

Officers

- **Ellen Schuler Mauk** — President
- **Kevin Peterman** — Executive Vice President
- **Marie Hanna** — Secretary
- **Joyce Gabriele** — Treasurer
- **Sean Tvelia** — Grievance Officer
- **Cynthia Eaton** — Adjunct Coordinator

EC Reps: Ammerman Full-time

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

EC Reps: Eastern Full-time

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

EC Reps: Grant Full-time

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

EC Reps: Professional Assistants Full-time

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

EC Reps: Collegewide Adjuncts

- **vacant** — Business, Accounting, Communications, Telecom
- **Darlene Aiken** — Counseling, Education, Freshman & College Seminar
- **Priscilla Pratt** — Culinary, Fire Protection Technology, Library, Electrical Tech, Drafting, Interior Design
- **vacant** — English
- **Marshal Stein** — Foreign Languages, ESL, ASL, Reading
- **Chris Gherardi** — Guild, Retiree, PAs/ Specialists in Programmatic Areas
- **Michelle LaPorte** — Humanities
- **Russell David** — Math
- **Sarahjeanne Goldstein** — Nursing, Physical Education, Health Sciences
- **Maureen Sandford** — PAs/Specialists in Academic Skills Centers
- **MaryAnne Ellinger** — PAs/Specialists in Instructional Labs
- **Doug Cody** — Science, Engineering, Automotive
- **Frank DiGregorio** — Social Sciences

New York State United Teachers

- **Jonathan Rubin** — Labor Relations Specialist



Faculty Association Suffolk Community College

Southampton Building 224J

533 College Road

Selden, New York 11784-2899

631-451-4151



© GCIU 825-C

PRSR STD
U.S. POSTAGE
PAID
CENTERREACH, NY
PERMIT NO. 52

Kevin Peterman named NYSUT Higher Ed Member of the Year



photo by Michael Campbell

FA executive vice president Kevin Peterman accepts the NYSUT Higher Education Member of the Year award from NYSUT vice president Kathleen Donahue and president Dick Iannuzzi. Kevin's award profile says, "FA members recognize Peterman by his omnipresent camera, FA lapel pin and booming laugh. The man behind the camera is a serious, dedicated individual who fights for the faculty and students at SCCC. He works constantly to educate elected officials and candidates about the role of the college and what is needed for it to function effectively."