

Enough or Not Enough: That is the Question as to Why We Vote

by Kevin Peterman

It is that time of year—election time—and we need your help.

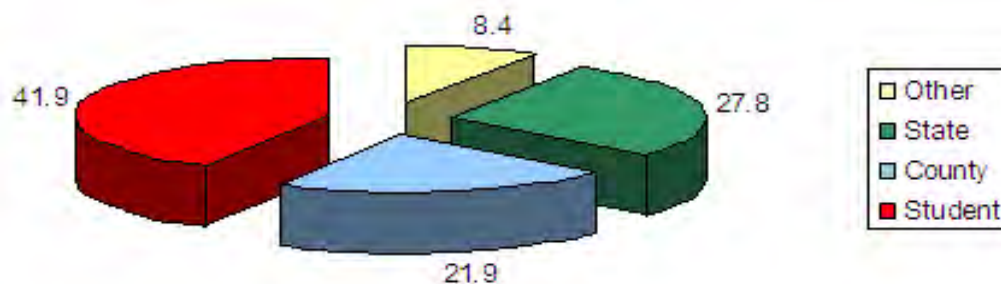
In the last issue of *The WORD* we listed the FA's endorsed candidates running for the Suffolk County Legislature. The list is repeated on page 6 of this issue to ensure we get out the vote (GOTV).

As many of you have heard me say before, "We need to be political." Why do we need to be political? Because much—or should I say too little—of our funding is from our local sponsor: Suffolk County.

This year the county accounts for about 22% of SCCC's budget. When the FA screened legislative candidates in August, we gave them a seven-page factsheet. It included, among other items, a pie chart showing where the college gets its revenue. As you can see in this pie chart at right, the percentages are as follows:

41.9%	student tuition
27.8%	state
21.9%	county
8.4%	other (student fees and grants)

I see our screenings as not only a way for the candidate to articulate their platform but, more importantly, a way for us to educate them about our needs



The pie chart above shows the portion of college's budget that comes from the state, the county, student tuition, and other sources. The "other" category includes student fees and grant-based funding.

and the needs of our students.

What makes this year even more pressing? Yes, it is the economy. Our enrollment has soared and is a direct result of the nation's economic uncertainty. Revenue is down both at the state and county levels, and rumors of additional state cuts loom weekly.

We cannot continue to do more with less!

Every November, we have an opportunity to make a difference. This year it is at the county level. We need to elect individuals who are willing to find the resources to allow us to grow—not just get by.

We will reach out to our NYSUT colleagues in Suffolk County alerting them to our endorsements. Why? Because

there are 60,000 NYSUT members in our county. How? We sent a letter to each endorsed candidate letting them know exactly how many NYSUT members they have in their district. The letter also includes the cost to them to print and mail the letters *if* they want the endorsement letter sent to their members.

As one legislator recently commented to me, "A candidate would be remiss if they did not take you up on your offer. We all know the labor block votes, and teachers—as a part of the labor group—have the highest voter turnout."

So please consider the needs of SCCC and work to GOTV and support our candidates.

As we always say, "ACTIVISM WORKS!"

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Profiles of FA Leaders and Activists

by Cynthia Eaton

Featuring Kathy Massimo

PA2 Institutional Effectiveness (Central)
Representative, FA Executive Council (PAs - Programmatic)

1. Cynthia: I happen to know through a mutual friend that you are very active with the Leukemia & Lymphoma Society's Team In Training. What is that, and how did you become involved?

Kathy: I actually just picked up a brochure one day in a nail salon. The Leukemia & Lymphoma Society has organized this charity sports training fundraiser program that helps individuals train for a marathon, half-marathon, triathlon, century ride, or other events. In exchange for your agreement to raise funds, they get you "race ready," providing you with a coach, a training program, a wet suit, everything. They take you off the couch and in four months you're crossing the finish line.

My first triathlon was in 2005, and I thought, "This is a fundraiser so no one's going to be serious about it." Well, I finished dead last! *[laughs]* People are very serious about it! I've done about a dozen or more events since then, and I've raised over \$20,000 for the society.

Cynthia: Going from the couch to the finish line of a marathon in four

months must be a pretty amazing feeling.

Kathy: The feeling I got at the finish line is almost indescribable. You've just done something that you never thought you could do. It's very humbling too, though, because they put people's ages on their calves, so you can be thinking, "Okay, I'm doing all right," then look up and see a 60-year-old pass you! *[laughs]*

2. Cynthia: You've been on the Executive Council for a few years now, but I'll bet you anything that the majority of people in the room don't have a good sense of what you do in the North Building all day.

Kathy: In Institutional Effectiveness, we do all of the reporting to the state and federal government on our students and faculty. We report to the Integrated Postsecondary Education Data System (IPEDS) and participate in the national community college benchmark project. We do surveys for program reviews and assessments; I help create the surveys, both online and paper, and I also help to prepare the data for the research associates to analyze. We also do surveys of our students, such as to find out where students go after they graduate or why non-returning students decide not to come back.

We also do the head count comparison reports for all students, subdivided by campus, for where we are now compared with last year, and we do that on a weekly and daily basis. These college statistics assist in



the development of the budget and in planning for the upcoming semester.

3. Cynthia: What one word would you use to describe yourself? How about your friends? Your children?

Kathy: I would describe myself as loyal, and I think my friends would agree with that assessment.

My kids, well that's another story. My oldest calls me "weird" or "crazy" all the time because I get excited about the prospect of riding my bike 100 miles or getting up at 4:00 a.m. to participate in a triathlon. My youngest thinks I'm funny because I make weird voices for her.

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

Kathy: When I was a child I wanted to be an actor. Not a TV or Hollywood

continued on page 6

THE WORD

Cynthia Eaton Co-Editor
Joyce Gabriele Co-Editor
Kevin Peterman Photographer



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

- **Number of Paychecks:** A number of inquiries have come into the FA office from members thinking that they've been paid incorrectly.

Treasurer Joyce Gabriele notes that if members who are paid on a 12-month basis wish to determine their annual base pay (i.e., September to June pay), not including overload, they should take the gross amount of their 09/24/09 paycheck and multiply it by 26.1.

If members are paid over 10 months, they should contact payroll for their annual base pay.

- **Paychecks and COPS:** Several inquiries have been made about a reference to 852-COPS on our pay stubs. This is a Suffolk County program for residents to be able to call a number other than 911 for non-emergency situations.

It has nothing to do with your pay. The county put this reference on paychecks as a way to ensure that more people saw the reference.

- **Distance Ed Proposals:** The deadline for submitting completed proposals for a distance education (DE) course to the Office of Instructional Technology is Monday, November 9. Instructions and forms are available on the FA website at <http://www.fascc.org/de>.

- **Web Enhancing Your Classes:** If you would like to have your on-campus class web enhanced, so that you have a Desire2Learn (D2L) class website for that section, notify your academic chair who can web enhance your course in Banner. Many faculty have been web enhancing their on-campus classes so they can post their course outline and class notes and materials for students as well as use the various communications tools with their students.

- **Distance Ed Mentors:** The Office of Instructional Technology has announced that there will be four 1.5-credit positions available for DE faculty peer mentors for Spring 2010. Interested parties should apply before the deadline!

- **FA Web Survey:** The FA has a new web design committee. Watch your email for an upcoming survey about the FA website.

Salary Information		
Adjunct/Overload Salary Rates		
	The adjunct/overload rates for this academic year were misprinted in the September issue of <i>The WORD</i> . We regret the error and apologize for any confusion. The correct adjunct/overload salary rates are below.	
faculty rank	rate per credit/ contact hour	
	<i>overload</i>	<i>adjunct</i>
PA	\$676	\$676
PA1	\$797	\$797
PA2	\$880	\$880
Specialist	\$942	\$942
Specialist 2	\$1014	\$1014
Instructor	\$961	\$1042
Assistant Professor	\$1051	\$1129
Associate Professor	\$1136	\$1212
Professor	\$1254	\$1328

Fall 2009 Overload Statistics

campus	instructor	assistant	associate	professor	PA	PA1	PA2	specialist	totals
A adjuncts Guild	332	173	53	60	12	66	28	2	726 32
E adjuncts Guild	93	46	8	14	10	24	12		207 12
G adjuncts Guild	229	108	33	26	9	101	19	1	526 21
number of credits taught by individual faculty				< or = 3	> 3 to 6	> 6			
				394	649	481	1524		

The Not So Perfect Attendance Award

by Ellen Schuler Mauk

When I was in grade school, I received a “Perfect Attendance Award,” twice, for not missing any days of school that year. According to the principal, it was quite a remarkable achievement since I was the only child in the school to achieve such a distinction those years and there were very few other children in previous years who had received a similar award.

I was a healthy child but even when I had the sniffles, my parents had instilled in me the importance of not letting a few germs get in the way of going to school to learn, so they didn’t let those germs keep me home—and I’ve got the perfect attendance pins to show for it.

Earlier this month I learned a new word, an antonym of sorts, to the word *absenteeism*. The word is *presenteeism* and it means “habitually present or the habit of being present regardless of the circumstances.” It manifests itself in perfect attendance but it’s not a trait worthy of an award. It’s a characteristic of people who primarily view their role as inherently instrumental in another person’s life or critical to another person’s success.

Yes, mothers are guilty of that trait: being one, I know the feeling all too well. But guess what? Teachers, community college faculty members like ourselves, are also some of the biggest offenders. And why? Because we are often so passionate about the subject matter we teach, we want every opportunity to share that passion with our students.

Because we want our students to have every opportunity to learn, to be provided with every piece of information we can impart.

Because, if we miss a session with our students, we worry about how we’re going to make up the class, how we’re going to cover the material we believe is so important, how we can provide the information that we know will be on the test.

Because it is our habit to be present for our students, to drag ourselves in so they are not deprived of what they need to know, to learn, and because the class will be cancelled if we’re not there.

Sure we have sick days that we can take but all too often we don’t because we genuinely believe that we need to be there

where our students are, for our students... regardless of the circumstances. And most of the time, that’s a good thing because we really care. For us, what we do is not just a job, not just a career; it’s our life. It is a real passion and commitment to what we do, not just what we know.

All this was well and good *until* H1N1 came along and reminded us that not all habits are good.

H1N1 is a highly contagious virus that is spread through normal social contact—shaking hands, being in a room where someone accidentally sneezes, touching door-knobs, keyboards, desks, utensils that someone with the virus has touched before you. Teaching and learning can also be a highly contagious form of social contact in both the best and worst sense of the word.

Being present when we’re experiencing symptoms of the regular or swine flu is not a good habit. *Presenteeism* under such circumstances may prolong our own illness and may unwittingly encourage more absenteeism among our students.

So during this flu season heed the warning of the Centers for Disease Control and Prevention to slow down flu transmission: “Stay home at the onset of symptoms—and until 24 hours after your fever ends.”

I don’t think you’ll be given any kudos or sympathy from your colleagues or your students for perfect attendance if you come down with the flu and are also suffering from *presenteeism*. Break your bad habit and get well.

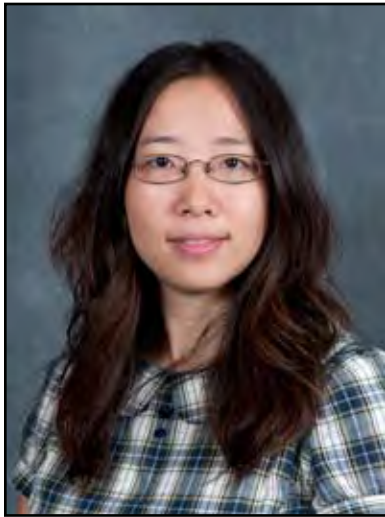
Editor’s Note: The “Know Your Contract” article on page 10 highlights some of the basic rules about absences for sick days. For more information, consult the contract, contact your EC rep (see back page), or call the FA office at 451.4151.



FA President Ellen Schuler Mauk’s “Perfect Attendance” awards from her grade school.

Meet Our New FA Members!

by Dan Linker



Li Ling
Engineering · Ammerman

If I drop a phone or some other electrical device and it breaks open, I often see the green, wired, electric motherboard of sorts that is the obvious brain, and if I am seeing that, it means the device is broken. It's as foreign to me as foreign could be. But when I walked into the office of Li Ling, instructor of engineering at the Ammerman Campus, my eyes fell on just such a thing in pieces on her desk. She, however, was not studying a broken phone, but was preparing to teach a class that deals with the wizardry of this technology.

In a sense, we have Li's husband to thank for the wonderful addition to the faculty that she is. But to understand why, a little background information is needed. Li was graduated with a MS from the Beijing University of Posts and Telecommunications.

Her degree was in the field of electrical engineering, but she explains that the system in China is somewhat different from here, and her studies were specifically oriented toward telecommunication and focused on wireless communication.

In 2001 Li moved from Beijing to New Jersey, where she was accepted into the PhD program at New Jersey Institute

of Technology and was graduated with her degree in electrical engineering, focusing on computer networking and network security. She immediately found work with Lucent, which was a dream position, just not perhaps at the right time. As Lucent was being restructured, Li acquired a position with Avaya, a spin-off company of Lucent, and this opportunity soon took her to the Bay area of California.

For three years Li lived in California and absolutely loved both her job in research and development of security solutions as well as hiking and driving and all the area has to offer. But when her husband was offered a partnership position as a specialist in New Jersey, she decided the long-distance nature of their relationship was at an end, and she quit her job and moved back east. This was a lucky event for us, for when she moved back, Li decided that she wanted to teach. Teaching's in her blood, as her father was a physics professor and her mother taught in primary school. Li had teaching experience as a TA at NJIT, and started here at Suffolk this fall.

When not prepping, teaching, or grading, Li absolutely loves reading. She is energetic and engaging, a pleasure to talk to, and clearly extremely proficient in her field. Welcome to the college Li, and on behalf of us all, as well as our students, please thank your husband.



Joshua Perl
English · Ammerman

If all the world's a stage, then Joshua Perl, instructor of English at the Ammerman Campus, is certainly more prepared than most of us for living in that world. And live in that world he has. The path is interesting and unique, and by no means at an end.

After growing up in Queens, Josh attended Binghamton University. Originally his major was pre-med, but as his subsequent life clearly shows, that road was not for him. He switched his major to theatre, and after submitting his final essay his senior year, he left and became a professional dancer with Pilobolus. He shortly thereafter learned that his professor never received his final essay, and therefore he was not graduated. Years later, he received a call from the professor who, while re-modeling his office, found the missing essay. But Binghamton's loss, alumni-wise, was Hunter College's gain, since during his six years with the professional dancing company, Josh also completed his BA there in the city.

Living in New York City, Josh wrote dramatic work for his acting class, joined acting guilds, appeared in several commercials and soap operas, and performed with the New York City's Public theatre in Central Park in *Titus Andronicus*. And even then, he was also always writing. Although the

Call for Participation: Grievance Advisory Committee

FA Grievance Officer Sean Tvelia has announced that he has two vacancies on the FA's Grievance Advisory Committee. Committee members work with the Grievance Officer to discuss, analyze, and resolve both informal and formal grievances. Contact Anita Greifenstein if you're interested in learning more (anita@fascc.org).

actor, but an actor on Broadway. My brothers and I used to put on plays for my parents when we were little. My mom and dad used to take us to plays here at Suffolk when I was younger too. I loved it.

5. Cynthia: What did you do before coming into your current position?

Kathy: I worked at Suffolk for about a year and a half in the Office of Enrollment Information and Scheduling, but I took a promotion and went to the Suffolk County Department of Social Services Client Benefits Administration for two years. I came back to Suffolk about nine years ago. I just couldn't stay away.

6. Cynthia: Since you have two children, do you want them to be like you when they grow up?

Kathy: In some ways I want my children to be like me, but not in others. I hope they learn to think "out of the box" and be spontaneous. I would like for my children to be able to laugh at themselves and not be too serious. Mostly I just want them to be happy in whatever they choose to do with their lives.

7. Cynthia: Speaking of careers, if you could be or do anything else, what would you choose?

Kathy: That's tough. There are so many things that I'm interested in. I don't know if I could narrow it down to just one thing. I would definitely want a career in which I could travel abroad and meet people from different backgrounds. I would like a venue where I could be creative and express myself. I would want my career to be positive and purposeful.

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

Kathy: What I like most is the opportunity to work with many different people across the campuses. Because of my office's physical location, North Building, I don't get to interact with campus personnel daily. However, the different projects that I get involved with allow me to meet faculty members from all disciplines, and I enjoy that very much!

What I don't like is that a portion of my job is solitary in nature. I spend a lot of time looking at my computer screen and working with numbers, something I never thought I would do with an MALS degree.

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

Kathy: Well, I don't think I've ever been referred to as a "cool kid," but to be an EC representative means that I can bridge the gap between my constituents and union leaders.

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

Kathy: I've learned "who's who." I've been able to put faces to many of the names I hear with regard to the union. In addition, I've realized that our union leaders are very dedicated and work very hard at what they do. The issues don't go away at the end of the day; our leaders are basically "on call" all the time.

In last month's issue, the article "You Can Cut the Fat, but You Can't Cut the Bone" discussed the FA's screening of candidates for the Suffolk County Legislature.

As noted on page 1 of this issue, elections are right around the corner, and we need to be politically minded.

We are again publishing the list of candidates that the FA has endorsed below and ask you to consider these candidates as you head to your local polling place on Election Day.

We can make a difference!

**Faculty Association
Legislative Endorsements**

District	Endorsed Candidate
1	Edward P. Romaine
2	Jay Schneiderman
3	Kate M. Browning
4	Brian Beedenbender
5	Vivian Viloría-Fisher
6	Daniel Losquadro
7	Jack Eddington
8	William J. Lindsay
9	Ricardo Montano
10	<i>Patrick Nolan*</i>
11	<i>James Alcus*</i>
12	John Kennedy, Jr.
13	Lynne C. Nowick
14	Wayne R. Horsley
15	DuWayne Gregory
16	Steven H. Stern
17	Louis D'Amaro
18	Jon Cooper

** non-incumbents are in italics*

Adjunct Update

by Cynthia Eaton

New Members: Perl

continued from page 5

- **Adjunct Promotion Forms are Due:** The promotion forms for adjuncts are due October 30; the A1 forms are on the FA website.
- **Requests for Certification:** To be considered for certification to teach a new course or to work in a different area, adjunct faculty must propose doing so in a letter directed to their academic chair or area supervisor.

These request for certification letters are due on November 6, 2009.

Announcements of successful requests for new certifications will be made in late spring. Remember: The college may not grant your certification request, even though you may be fully qualified, if they believe that they already have sufficient workforce in that specific area.

- **Deadline for Observation of New Hires:** Newly hired adjunct faculty should be observed by their academic chairs or area supervisors by November 25, 2009. If you aren't contacted by your chair, inquire with him or her immediately.

- **Adjunct Professional Development Fund:** Because we have a record number of adjuncts at the college, I strongly encourage all eligible adjuncts to apply for the Adjunct Professional Development funds as early as possible.

After working three or more semesters and teaching at least two or more contact hours each semester, you are eligible to apply for up to \$750 per academic year, and the money can be applied for professional purposes including conference attendance and reimbursement for courses.

You must have an active assignment at the time you are applying for the professional development activity, and you must complete and have pre-approved the appropriate form which is available on the college's Adjunct Resources webpage.

marketing and selling aspect of writing did not appeal to him, in those years he wrote a novel, short stories, and several screenplays. He went on to receive an MFA in creative writing from Long Island University at Southampton and remained there working as an adjunct in their English and theatre departments. During this time he also was certified to teach English at the middle and high school level, which he did for two years.

For the past three years, Josh has been adjuncting here and was offered full time employment this fall. He continues to run a non-profit theatre company, The Naked Stage, a group dedicated to present text without trappings. TNS is based on the east end of Long Island and has helped many new playwrights present their work.

And with a daughter and twin boys at home, this man of many parts is certainly is no mere player. His extremely enthusiastic and professional demeanor clearly make him a fantastic addition to the college.

NORA Deadlines

Wintersession 2009-2010

- NORA available: 9/30
- Your request due: 10/30
- Assignments posted: 11/13
- Accept/decline due: 11/30

Spring 2010

- NORA available: 9/30
- Your request due: 10/30
- Assignments posted: 12/3
- Accept/decline due: 12/11



FA Community Outreach again sponsored plant sales to benefit Flowerfield Gardens. This semester, the Ammerman sale raised \$310 and the Grant sale raised \$620. Shown in the photo above are Cheryl D'Arcangelo making a purchase, with Meg from Flowerfield Gardens, Denise Francese, and Mohini Ratna behind the table.

Promotions Update

by Kevin Peterman

Full-time faculty who are up for promotion effective September 2010 were observed in October, and all B and C Forms need to be completed by the first week in November.

The CPC members and I will be meeting with each campus executive dean in December to go over each promotion package. There are 64 faculty up for promotion:

- 43 Ammerman
- 6 Eastern
- 15 Grant

The Promotion Committee members (listed below) will meet in early January and faculty will be notified in February.

- James Sherwood
- Evon Walters
- George Tvelia
- William Connors
- Marvin Bright
- Joanne Braxton
- Jim Canniff

Part-time faculty have been notified of their promotion eligibility and will soon be observed by their academic chair or immediate supervisor. The promotion recommendations will go to the campus executive dean who will make his recommendations to the president.

If you have any questions, please feel free to contact me.

2009-2010 College Personnel Committee

- Kevin Peterman, Chairperson

Ammerman

- Florence Mullarkey • Nursing/Health/ Human Services and PE
- Dan Gilhooley • Music/Visual Arts
- Darryl Butkos • Biology/Physical Sciences
- Yuet Yen • Math
- Lauri Kahn • Communications/ Lang./Reading/Phil./Theater/ TV, Radio, Film

- Kevin McNamara • Accounting/ Business/Legal Studies
- Steven Brodsky • English
- Barbara Ripel • Social and Behavioral Sciences
- Art Lundahl • Counseling
- Bob Sardegna • Engineering/ Computer Science/Technology

Central

- Regina McEneaney • Ammerman Library and Central Faculty

Eastern

- Anthony Napoli • All Areas

Grant

- John Burgess • Natural and Health Sciences/Math
- Mohini Ratna & Gayle Sheridan • Liberal Arts/Counseling/Library
- Joseph DeFilippe • Business and Technology

New Member Bagel Brunches



The annual New Member Bagel Brunches have been held on all three campuses. At these casual meetings, new members and their assigned faculty mentors meet with FA officers to discuss issues and concerns relevant to being a new faculty member at Suffolk.

Incredible Improvements to Distance Learning Classrooms

by Steve Brodsky

When I walked into the September meeting of the college Distance Education Committee (DEC), several members of the committee were oohing and aaahing over the recent upgrades to the three distance learning classrooms (DLCs) at the college.

As the Faculty Association representative to DEC, I was pleased to hear this good news, but even moreso as a faculty member who actually uses these rooms.

Having just completed training in the Ammerman DLC room, here's what I can report.

Gone are the many television monitors at the front of the room. Gone are the wonky audio connections and scratchy sounds. Gone are the days of losing video at the most inopportune moments.

Instead, the college has installed the Tandberg Educator MXP Integrator Package, which includes the following equipment at each campus location:

- two 60" flat screen plasma TVs at the front of the room
- one 52" flat screen LCD at the back of the room
- two cameras
- tracking mats (so when the instructor stands on them, the camera zooms in to that location)
- a podium control for the instructor
- an Audio Science ceiling-mounted microphone

These technological upgrades vastly improve the DLC teaching experience. With the ultra-sensitive ceiling mounted microphones, you'll easily hear students whispering in the back of the classrooms on other campuses. And there's no need to worry about reminding students to face forward and speak into the desk-mounted microphones of old.

Also, you have much greater visibility than before. The large flat-screen monitors allow you to see the facial expressions of

every student on all three campuses. If you're teaching at Ammerman, and a student in the Eastern DLC furrows his brow, you'll see it.

Finally, you will love the tracking mats and camera system, which you can turn on or off depending on the nature of the day's activities. If you want students to see what you're typing on the computer, that can be beamed up on the flat screens. If you want students to follow you as you move from the whiteboard to the screen to the computer, the tracking camera zooms in on you the moment your foot touches the tracking pad. If you want the students at each location to see their peers at the other two campuses, you can do that.

All of these technologies are seamlessly integrated and work beautifully. I can see many more classes being taught in these rooms as well as many more meetings being held in the DLCs.

Steve McIntosh (College Associate Dean of Instructional Technology) noted that the rooms were renovated quickly and efficiently:

The ink was not dry on the purchase requisitions when at the end of June those systems were installed and

operational by early July and we were doing the training by early August.

It is pretty amazing and it says an awful lot about the collaborative and cooperative conditions that evolved from that project.

McIntosh further noted that both Steve Clark (Coordinator of Instructional Technology in the networking and communications department) and Doug Kahn (College Assistant Dean of Instructional Technology) put forth extraordinary efforts to make this happen.

The total cost of the update required \$150,000. McIntosh said that grant monies were reallocated for this product and dollars from the student technology fee along with instructional technology accounts funded these upgrades.

If you haven't seen the new and improved DLCs yet, you have to check them out. To teach in the DLC, you must use the same Course Assignment or Course Development Forms that are used for all other distance education courses. Forms and instructions are available on the FA website: www.fascc.org/de.

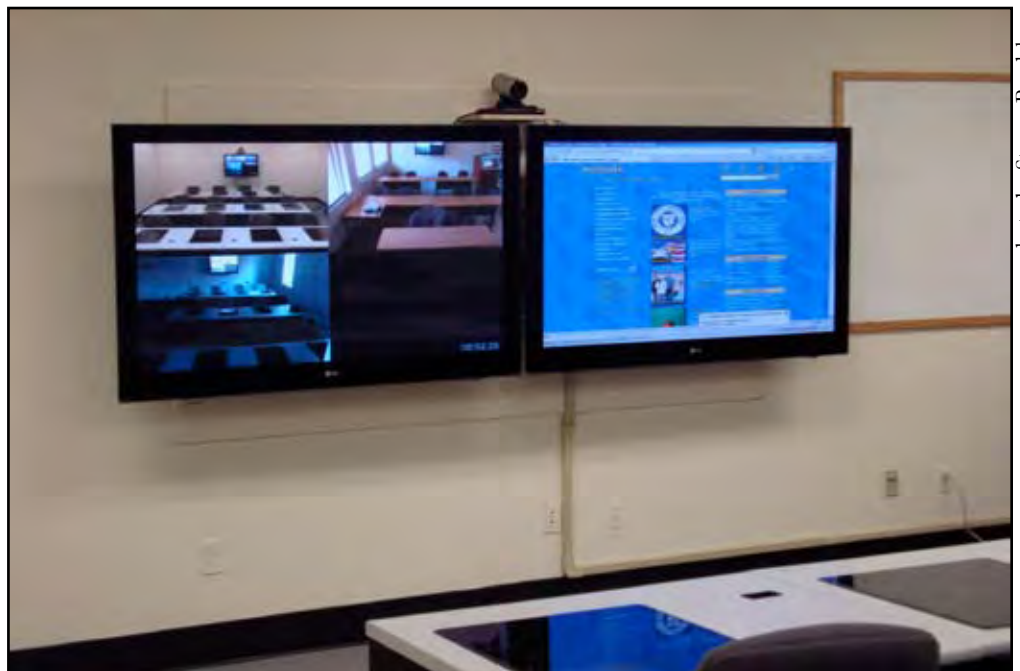


photo by Steven Brodsky

Know Your Contract: Absences

by Cynthia Eaton

Members contact the FA office on a regular basis with inquiries about the rules on and how to handle needing a sick day, personal day, or other type of absence from work.

Sick Days

Unless one is anticipating elective surgery or disability (e.g., pregnancy-related disability), sick leave should not be requested until one is actually sick!

At the beginning of each academic year, each full-time faculty member is credited with a 10-day sick leave allowance to be used for absences caused by illness or physical disability of the faculty member. The unused portion of a faculty member's sick leave allowance accumulates indefinitely. Upon retirement, one-half of accumulated sick days, up to a maximum of 175 days paid out of 350 days accumulated, will be paid at the prevailing salary rate.

Classroom faculty out on sick leave for more than half a semester will be charged five (5) sick days per week against accumulated time for the period of such absence. Classroom faculty who have worked one half a semester or more who are out on sick leave will be charged sick days only for their scheduled work days missed.

Faculty members can use up to five of their sick days per year for an illness in the faculty member's immediate family (spouse, child, stepchild, parent, legal guardian, siblings) regardless of residence or for any relative living within the faculty member's household.

If all accumulated sick leave has been used, extended sick leave for an illness that lasts longer than twenty days will be granted at the rate of one pay period at half-pay for each year of continuous service completed. The career aggregate of such extended pay periods cannot exceed the number of years of service.

When should you notify your immediate supervisor that you're taking a

sick day? As soon as possible at the onset of the illness or incapacity, faculty should notify their supervisor that they will not be coming to work. In most departments, notifying the departmental secretary is considered sufficient.

For counselors, section IV.A.8. of the contract notes that they may not take more than 1 personal day prior to September 1 and it *must* be approved in advance by their immediate supervisor.

Personal Days

For full-time faculty, upon prior notification, personal leave shall be permitted for matters that cannot be cared for during times when they are normally off-campus. The faculty member shall make the sole determination of the use of personal leave days; the supervisor does not give approval for a personal day.

The FA contract assumes the faculty member is a professional and would not be taking a personal day unless the matters for which he or she is taking a personal day could not be handled at another non-working time. Thus, you are not contractually required to tell why you are taking a personal day; it's personal!

However, the contract *does* require that faculty members give prior notification to their supervisor that they are taking a personal day. If the faculty member informs their supervisor why they're taking the day, they may be subject to the informal judgment of the supervisor as to whether the personal day was warranted!

Unused personal days at the end of each year are converted to accumulated sick days. Any use of personal leave time immediately before or after a holiday or vacation *is* subject to the prior approval of the immediate supervisor, who has the discretion to deny such use of personal days if the member fails to demonstrate that the need for such time is for a purpose which cannot be arranged when no duties are scheduled. Such personal time cannot be unreasonably denied.

Full-time classroom faculty are entitled to four personal days per year. All other full-time faculty are entitled to five personal days per year.

Leaves of Absence

Faculty often ask the FA if they can take a leave of absence for any reason. The answer is no. Paid leaves of absence are defined in the FA contract, Article V, D. Unpaid leaves of absence (Article V, E) may be granted (that means the college has the right to grant them; it's not a faculty right) for "purposes of advanced study, exchange teaching, service in professional organizations, political activities or work in the professional area of competence."

How much notice must you give to request a leave of absence? As a general rule of thumb, a request should be made as far in advance of the leave as possible for two reasons:

- 1) to allow the college time to consider the request; and
- 2) to allow your department time to fill the vacancy or cover the work that your absence would create.

Requests for a leave of absence should be sent to your campus executive dean with copies to your immediate supervisor and the vice president for academic and student affairs.

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a cordial invitation from the

Faculty Association

*and Guild of Administrative Officers
to celebrate the holidays and
to honor this year's retirees at our annual*

Holiday and Retirement Party

*Friday • December 4 • 7 to 11 p.m.
Villa Lombardi's
877 Main St • Colbrook*



Holiday Special for FA Members!

Stay Friday night at the Holiday Inn Express in Hauppauge for a reduced rate of \$109 plus tax. The FA has reserved a block of rooms. Call the FA office at 451.4151 to get the special discount code. Requests for rooms are taken on a space available basis.

Reservation Form *rsp by Monday, November 23*

_____ # of tickets at \$35 per person (limit of 2) \$ _____

_____ # of additional guest tickets at \$70 per person \$ _____

TOTAL \$ _____

Make checks payable to Faculty Association and return to

Southampton Building 224J
Suffolk County Community College
533 College Road • Selden, NY 11784-2899

Attendee Name(s)

_____ FA or Guild

_____ FA or Guild

_____ FA or Guild

Community Outreach: Donate Books for Children or Seniors

Please bring books appropriate for donation either to children in shelters (or coloring books and crayons) or to seniors in various assisted-living facilities (paperback and hardcover thrillers, mysteries, romances, fiction, and non-fiction; LARGE text print preferred). Contact Adam Penna or Dan Linker with questions.



**Faculty Association
Suffolk Community College**

Southampton 224J, 533 College Road

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