

Frankly, my dear, I do give a damn

by Ellen Schuler Mauk

And I think you, too, should give a damn this November 2, Election Day.

Our professional livelihoods are literally at stake at both the national and state levels. Public employees, especially teachers—including those of us in higher education—have become the scapegoats for all the ills facing our country. Too many political candidates and incumbents cite our salaries, pensions and health benefits as the reason for the state’s and nation’s economic crisis.

Already in places like New Jersey and Michigan, public employees have been legislated a mandatory contribution of salary toward health insurance premiums despite collective bargaining laws that include health insurance as a mandatory item of negotiations. In those states, as well as others, retirement benefits are also being altered retroactively.

In the past, we were able to take comfort in the fact that we lived in New York and the majority of our legislators and Congress people from both political parties understood and appreciated the important work that we and other public sectors workers do. In the past, we did not feel the brunt of the attacks that so many of our union colleagues in other parts of the country felt. Unfortunately, New York is no longer the safe haven from political candidates who blame

us for high taxes, tuition increases, and diminishing job prospects.

This November’s election is probably the most critical election in which we’ve had the opportunity to vote in the past twenty-five years. We need to make sure we support those candidates who really do share our values, who really do understand the importance of what we do, and who really will stand up for us when we need them.

As many of you may know, NYSUT changed its endorsement procedures this year by endorsing only those incumbent candidates who earned the endorsement. NYSUT is only supporting those candidates who have demonstrated that they share our values. Candidates had to demonstrate that they are willing to stand up for working families, for public education, for public higher education, and for protecting the benefits we’ve worked hard to achieve through collective bargaining.

One of the candidates who notably deserves our support is Tim Bishop, candidate for reelection in Suffolk County’s 1st Congressional District. Tim has proven himself to be an outspoken advocate for public higher education in Washington. Having previously served as provost at Southampton College, Tim asked to be assigned to the Education



Committee. His knowledge of and advocacy for higher education in that committee has been critical for us because he truly understands both what we do and why we do it because he’s done what we do every day. It would be a real setback for us and all of higher education if we were to lose his recognized leadership and understanding of higher education in this committee.

Another candidate, Congressman Steve Israel, who is running for reelection in the 2nd Congressional District, has been working with the college on a proposal for a Regional Manufacturing and Renewable Energy Center Consortium facility to be located on the Grant Campus. This facility will be used

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Profiles of FA leaders and activists

by Cynthia Eaton

featuring Kevin McCoy

Professor of Library Technical Services (Ammerman)

Webmaster, www.fascc.org

1. Cynthia: You have maintained the FA website for several years now. How did you originally get interested in technology?

Kevin: I was the last generation to go through high school without using a computer. In college I used a typewriter until my senior thesis project, which was on my mother's Apple II G. Being a poor typist, I immediately saw the advantages of using computers.

In library school I learned how technology could help people find and organize information. It was a time of tremendous transition in libraries. Card catalogues and print indexes were just starting to be replaced by computerized data files. This was in the early days of the internet and the only place on campus you could access the internet was at the computer science lab. Back then you had to navigate the internet using text-based tools.

Many schools wasted money on technology because they bought the hardware but did not provide training. Many of my first library jobs were teaching people how to

use technology. It is hard to believe now, but when I started as an adjunct, SCC had just acquired its first email system. Faculty and staff had to demonstrate a need for email to get an account. A group of librarians created a class on how to use email that was distributed by email! Although the technologies have changed, my primary job is still figuring out how to use technology to help people find and organize information.

2. Cynthia: I heard that you have been awarded the 2010 Suffolk County Library Association's Excellence in Library Service Award (ELSA). Congrats! Tell me another thing that people might not know about you.

Kevin: I worked as a roadie and had my own band in the 80s. The band I worked for, The Mosquitos, played a lot of clubs in the city and went on many college tours. They opened up for some well known acts, including The Ramones, Buster Poindexter, and Chris Isaacs. My friend Vance started the band, and The Monkeys used his song "That was Then, This is Now" on their comeback album. Vance now plays with the 60s band Herman's Hermits.

My band was called the Merry Pranksters (I was a big fan of Ken Kesey). We weren't very good, but our bassist was also an accordion player who played Jimi Hendrix's "Are You Experienced" on accordion. I am probably the only person in the world that has written a punk/polka



photo by Kevin Peterman

song. Our claim to fame was that we played CBGBs twice; it was really cool to be on the same stage as some of the greatest punk bands.

3. Cynthia: What one word would you use to describe yourself? What one word would your friends use to describe you? Your wife? Children?

Kevin: *Curious*. There are two types of librarians: those who like to organize stuff and those who like to find out about stuff. I am definitely in the second category. My friends might say *empathetic*. My wife would probably have plenty of adjectives to describe me, depending on the day. On most days I think she would say *thoughtful*. My kids are teenagers so I don't even want to think what word they would use to describe me!

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

- **New Divorce Law:** The office of Mirkin & Gordon, P.C., has notified us that on August 13, 2010, Governor Paterson signed into law an amendment to the NYS Domestic Relations Law that became effective October 12, adding a long anticipated new ground for divorce based upon irreconcilable differences. Prior thereto, many parties were forced to lie to obtain a divorce.

Although publicized as the introduction of “no fault” divorce in New York, the reality is different.

Under the new law, a divorce may be granted if one party swears under oath that the relationship between husband and wife “has broken down irretrievably for a period of at least six months.”

However, a divorce may not be granted *until* all ancillary issues

such as child custody, visitation and support, economic issues of equitable distribution of marital property, spousal maintenance, and attorneys fees have been resolved by the parties or determined by the court.

- **Health Care Proxy Publication:** FA members can review a document titled “Making Medical Decisions for Someone Else: A How To Guide” at this website: <http://www.abanet.org/aging/pdfs/genlproxyguide2009.pdf>.

Members may seek a health care proxy benefit through our legal services program offered by Mirkin & Gordon.

- **Distance Ed Proposals:** The deadline for submitting completed proposals for a distance education (DE) course to the Office of Instructional Technology is Monday, November 8. 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 (OIT) has announced that there will be four 1.5-credit positions available for DE faculty mentors in Spring 2010. Interested parties should contact OIT at 451.4656.

Best to Be Wise in Use of Electronic Communication An Important Message for All Members

Members are strongly encouraged to be cautious in the use of electronic communications and social networking. In particular we make the following recommendations:

- Your SCCC email, although available for dual use (professional and personal) is the college’s resource and you have no rights to privacy. The college has verbally assured us that they are not systematically monitoring our electronic communications (e.g., Outlook, websites visited), but they can and have accessed member materials if complaints or concerns are raised. In some cases this has had serious disciplinary implications.
- You should not share words or images with which you might be uncomfortable with a larger public audience viewing. Sending an edgy or provocative electronic communication is unwise.
- This rule of thumb should be applied to all the electronic social networking sites (e.g., Facebook, MySpace, Twitter), even if accessed from the privacy of your personal computer. Not all participants in social networking sites can be trusted with sensitive communications.
- Do not use your college email address to communicate political advocacy.

In the final analysis, it is better to be safe than sorry!

One Nation Working Together: FA members participate in historic event



The FA was well represented at the One Nation Working Together rally in Washington, D.C., on October 2, 2010. FA officers Ellen Schuler Mauk, Kevin Peterman, Joyce Gabriele, and Marie Hanna attended as well as member activists Steve Ortiz-Rios, Priscilla Pratt, Mobini Ratna, Denise Sariego, and Jane-Marie Wright. Rally participants left Long Island by bus at 5 a.m. and found the experience quite rewarding. Denise Sariego noted, "It was an exciting and energizing event that made me proud of the values I hold dear: the love of human solidarity and peace with social justice." Mobini Ratna agreed: "It was a rally for hope for many, and to be an advocate for the common causes of the working people." Jane-Marie Wright added, "It was an educational adventure – definitely a worthwhile experience. I was amazed at the sheer number of participants and appalled by the lack of coverage in our local paper."

Meet our new FA members!

by Dan Linker



photo by Kevin Peterman

Kim Jones
Biology • Ammerman

Not too long into my conversation with Kim Jones, instructor of biology at the Ammerman campus, I realized that I had stopped writing down anything, and was just listening with full attention. She was discussing topics that ranged from mad cow disease to finding particular bacteria that can be used to neutralize and vaporize heavy metals often used by museums to preserve, for instance, Native American artifacts. Although these metals do preserve the pieces, they also pose health threats to people who handle them, and very specific bacteria seem to be the answer. Immediately, her enthusiasm and obvious knowledge of her field came pouring out, and it's clear that we and her students are very lucky to have her with us.

Coming originally from the Denver area of Colorado, Kim was graduated from the Metro State College of Denver with a BS in biology and a minor in chemistry. Her initial goal was veterinarian science, but she soon realized that she was being drawn in a different direction. While working toward her degree, she always found herself training and mentoring others. Previous to her undergraduate enrollment, she had worked in the corporate world, where, she reflected, her

role had also almost always turned towards training and educating. Intentionally or not, she had actually been preparing herself for the life of an educator. With that realization, she applied to and was accepted into the University of Northern Colorado's doctoral program in biological education, with a focus on environmental biology.

Although Kim completed her coursework and served as a TA, teaching microbiology and biology to non-majors, the birth of her first daughter somewhat altered her plans. The following seven years found her taking a year off to care for her first daughter, a year off for her second daughter, and all together five years teaching at two community colleges in Colorado. Essentially, Kim comes to us with a lifetime of education experience at the corporate, university, and community college level, which, coupled with her passion for biology, makes her a terrific asset to the school.

Between her family, her new job, and moving to Long Island about two weeks before the semester began, Kim is obviously pretty busy. But she loves the outdoors, especially hiking, biking, and camping, and although she's giving up the mountains for the ocean, that's not a bad trade. Welcome to the college, Kim.



photo by Kevin Peterman

Meridith Leo-Rowett
English • Ammerman

Whenever I complete a major project around my house or yard, I know it came out well if it looks right, like it's always

been that way, like it fits. Although that may seem like an odd way to open a profile of somebody else, it's what came to mind immediately when I met up with Meridith Leo-Rowett, instructor of English at the Ammerman campus.

Even though she just started full time this fall, between classes her door is open and I almost always see her talking amicably with her colleagues and with students, and it already feels like she's been here all along.

In some ways she has. Born and raised on Long Island, Meridith attended Suffolk at the Grant campus, and we all have a psychology teacher there to thank for inspiring her not only to further her education but to pursue her obvious talents in English. After Suffolk she was graduated from Stony Brook first with a BA and then an MA in English literature, and then took a year off to figure out what she wanted to do.

However, during that time she was anything but inactive. Meridith taught at the Ammerman and Eastern campuses, at NYIT, and at Stony Brook. Meanwhile, she researched doctoral programs, knowing that she wanted something flexible as well as an urban experience. She found both in St. John's DA degree, which allows students to choose from a large variety of courses within the discipline. With a general focus on composition courses, she was still able to explore different interests. She was employed as a teaching associate there and is presently ABD from that institution.

Apart from an obvious and natural ability to teach and connect with students, Meridith brings several other attributes to the college. Not only was she a student here, but since she started at the age of 22, she was a non-traditional student and can readily relate to them. She has taught in urban as well as rural environments, always encouraging an atmosphere that champions a community of writers.

Once while teaching a novel, she and her class even began blogging with the author's daughter. She also loves outdoor

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Leaders and Activists Profile: Kevin McCoy

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

Kevin: I wanted to be the President of the United States. I was an unusual kid. I used to watch the Watergate hearings and could name all the cabinet members in the Reagan administration. However, I realized that if you were president, reporters would dig up all sorts of personal facts, and there were things that I did as a roadie that would make me unelectable. I'm also not particularly fond of public speaking.

5. Cynthia: You've been at Suffolk for 16 years. What did you do before coming into your current position?

Kevin: I am a serial job changer. Before coming to SCCC, I had the following jobs: landscaper, garbage hauler, ice cream man, roadie, guitarist/songwriter in a cowboy punk band, security guard for a defense contractor, shipping clerk at a yarn store, overnight aide at a United Cerebral Palsy house, biscuit maker at McDonald's, laborer on a fishing boat in Bristol Bay (Alaska), telephone installer, security guard, and roofer. I also worked part-time in many different public and academic libraries. My first full-time professional job was newspaper cataloger for the New York state library. I got to visit over a hundred different libraries, historical societies, and newspaper publishers.

I've had a lot of different jobs here too. I was an intern, college aide, adjunct PA, adjunct librarian, media librarian, electronic resources librarian, reference librarian, and interim college associate dean of library & learning resources/ Ammerman campus head librarian.

It is nice to be back as a faculty member. I definitely prefer working hands on with technology to being an administrator!

6. Cynthia: Do you want your children to be like you when they grow up?

Kevin: I want them to do whatever they would like doing. My son Dylan is a lot like me, interested in technology, history, and politics. I could see him working for a non-profit or NGO. My daughter Carly likes to argue, so we think she might become a lawyer.

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

Kevin: My dream retirement job would be an attorney for a non-profit organization, either Amnesty International or the ACLU. My last class in library school was legal research, which I really enjoyed.

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

Kevin: I like that I don't do the same thing every day and I have flexibility on what I do each day. One of the "other duties as assigned" is to look at new technologies and determine if they would be useful in the library. I am extremely fortunate to work with great librarians; I've had outstanding mentors and role models. I like working with our students too. Like me, many are taking the road less traveled when it comes to completing their college degree.

The part of the job I like the least is the bureaucracy, particularly when it comes to purchasing. The people in the business office are very nice and

helpful, there are just so many rules. I am very happy that this is not a major part of my job.

9. Cynthia: What does it mean to you to be the union webmaster?

Kevin: It gives me a chance to help out an excellent organization. Unlike some other academic unions, the FA really looks out for all its constituencies. This is important for groups that are frequently overlooked like librarians, counselors, and technical staff. Being the union webmaster also gives me a chance to try out technology that I can not use on the library web site.

10. Cynthia: Name one thing you've learned as the FA webmaster.

Kevin: That's a dangerous question. As you know, I have attended FA officers' meetings to discuss the web page. If I had a better memory I could repeat some pretty funny quotes!

Being the webmaster has given me an opportunity to see the union up close. The membership would be very surprised if they knew all the things that the union does! Hopefully the new website will better inform our members. After working closely with the officers, I am very impressed on how well they work together, even though their greatest enjoyment comes from teasing each other.



The FA website has been revised! Thanks go to our web design team:

- Kevin McCoy
- Mark Moritz
- Sara Rafferty
- Gayle Sheridan

Check out www.fascc.org today!

Give a damn...

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to develop skills-based training, degrees and certificate options, and to caucus with business and industry to provide state of the market products that will transform the renewable energy industry. Because of this recent effort and his past support of workers in both the public and private sectors, Steve Israel also deserves your support in his reelection.

Most pollsters indicate that the close races are within 2-5% points and the difference will be decided by which side gets out the vote. We can make that difference—BUT WE NEED TO VOTE ON NOVEMBER 2!

Below is a list of the NYSUT endorsed candidates who deserve our support.

Key D - Democrat R - Republican
 I - Independence L - Liberal
 C - Conservative G - Green
 W - Working Families
 numbers reflect districts

New York State		
Governor		<i>no endorsement</i>
Lt Governor		<i>no endorsement</i>
Comptroller	D	Thomas DiNapoli
Atty. General	D	Eric Schneiderman

U.S. Senate		
Senator	D	Charles Schumer
Senator	D	Kirsten Gillibrand

U.S. House of Representatives		
1	D/I/WF	Tim Bishop
2	D/I/WF	Steve Israel
4	D/WF	Carolyn McCarthy
5	D/I/WF	Gary Ackerman
6	D	Gregory Meeks
7	D/WF	Joseph Crowley
8	D/WF	Jerrold Nadler
9	D/I/WF	Anthony Weiner
10	D	Edolphus Towns
11	D/WF	Yvette Clarke
12	D/WF	Nydia Velazquez
13	D/I	Mike McMahon
14	D/WF	Carolyn Maloney
15	D/WF	Charles Rangel
16	D/WF	Jose E. Serrano
17	D/WF	Eliot Engel
18	D/I/WF	Nita Lowey
19	D/WF	John Hall
20	D/I/WF	Scott Murphy

New York State Senate		
1	R/I/C	Kenneth LaValle
5	R/I/C	Carl Marcellino
10	D/WF	Shirley Huntley
11	D/WF	Tony Avella
12	D/WF	Michael Gianaris
13	D/WF	Jose Peralta
15	D/I	Joseph Addabbo
16	D/I/WF	Toby Ann Stavisky
17	D	Martin Malave Dilan
18	D/WF	V. Montgomery
19	D/I/WF	John Sampson
20	D/WF	Eric Adams
21	D/WF	Kevin Parker
23	D/I/WF	Diane Savino
24	R/I/C	Andrew Lanza
25	D/WF	Daniel Squadron
26	D/WF	Liz Krueger
28	D/WF	Jose M. Serrano
29	D/WF	Thomas Duane
30	D/WF	Bill Perkins
31	D/WF	Adriano Espaillat
33	D/WF	Gustavo Rivera

New York State Assembly		
1	D/I/WF	Marc Alessi
2	D/I/WF	Fred Thiele Jr.
3	D/I/WF	Rob Calarco
4	D/I/WF	Steven Englebright
5	D	Ken Mangan
6	D/I/WF	Philip Ramos
8	R/I/C	Philip Boyle
9	R/I/C	Andrew Raia
11	D/I/WF	Robert Sweeney
12	R/I/C/WF	Joseph Saladino
13	D/I/WF	Charles Lavine
16	D/I/WF	Michelle Schimel
17	R/I/C	Tom McKeivitt
18	D/I	Earlene Hooper
19	R/I/C	David McDonough
20	D/I/WF	Harvey Weisenberg
22	D/WF	Grace Meng
23	D/I/WF	Audrey Pheffer
24	D/WF	David Weprin
25	D/WF	Rory Lancman
26	D/I	Ed Braunstein
27	D/I	Nettie Mayersohn
28	D/WF	Andrew Hevesi
29	D/WF	Wm. Scarborough
30	D	Margaret Markey
31	D/WF	Michele Titus
32	D	Vivian Cook
34	D/WF	Michael DenDekker
35	D/WF	Jeffrion Aubry
36	D/WF	Aravella Simotas
37	D/WF	Catherine Nolan
38	D/I/C/WF	Michael Miller
39	D/WF	Francisco Moya
40	D	Inez Barron
41	D/WF	Helene Weinstein
42	D	Rhoda Jacobs
43	D/WF	Karim Camara
44	D	James Brennan
45	D/WF	Steven Cymbrowitz
46	D/I/WF	Alec Brook-Krasny
47	D/WF	William Colton

New York State Assembly, cont.		
49	D/I/WF	Peter Abbate
50	D	Joseph Lentol
51	D/WF	Felix Ortiz
52	D/WF	Joan Millman
54	D/WF	Darryl Towns
55	D/WF	William Boyland, Jr.
56	D	Annette Robinson
57	D/WF	Hakeem Jeffries
58	D/WF	Nick Perry
59	D	Alan Maisel
60	D/I/WF	J. Hyer-Spencer
61	D/I/WF	Matthew Titone
62	R/I/C	Louis Tobacco
63	D/I/C/WF	Michael Cusick
64	D/WF	Sheldon Silver
65	D/WF	Micah Kellner
66	D/WF	Deborah Glick
67	D/WF	Linda Rosenthal
69	D	Daniel O'Donnell
70	D/WF	Keith Wright
71	D	Herman Farrell Jr.
72	D/WF	Guillermo Linares
74	D/WF	Brian Kavanagh
75	D/WF	Richard Gottfried
76	D/WF	Peter Rivera
77	D/WF	Vanessa Gibson
78	D/WF	Jose Rivera
79	D/WF	Eric Stevenson
80	D/WF	Naomi Rivera
81	D/WF	Jeffrey Dinowitz
82	D/WF	Michael Benedetto
83	D/WF	Carl Heastie
85	D	Marcus Crespo
86	D	Nelson Castro
87	D/WF	Gary Pretlow
88	D/I/WF	Amy Paulin
91	D/I/WF	George Latimer
92	D/I	Thomas Abinanti
93	D/C/WF	Mike Spano
94	D/I	Kenneth Zebrowski
95	D/I/WF	Ellen Jaffee
97	R/I/C	Ann Rabbitt
98	D/C	Aileen Gunther
99	D/WF	Brendan Tully
101	D/WF	Kevin Cahill
103	R/I/C	Marcus Molinaro
104	D/I/WF	John McEneny

Meet new members

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activities such as surfing and kayaking, and she brings this passion into the classroom. She helps her students write about things that inspire them, and has found, for instance, that they often react very well to writing about their connection to their location, which she uses to successfully move them beyond stale essay forms and topics. And from the response of her students, it's definitely working.

Onward, upward... Excelsior!

SCCC's dual credit program

by Deborah Wolfson, Excelsior Program Liaison

Graduate college in three years? Reduce increasing tuition payments? Stimulate college level critical thinking? As a parent of three children who have undergone the college search process, I have an answer to these questions as each of my children received college credits prior to enrolling in college.

How did they do it? Primarily through concurrent enrollment courses while in high school. As a result, they were well prepared for the rigors of college with strong study and thesis writing skills, and their transition between the academic requirements of high school and college was easier than it might have been otherwise.

However, easing the transition from high school to college is only one of the benefits of concurrent enrollment, or dual credit programs as they are sometimes referred. The philosophy behind the City University of New York's early-college schools, for example, was two-fold: to set up something that would make the last two years of high school more intellectually exciting and to align high school curriculum and academic expectations with college (*New York Times*, 9 Feb. 2010).

Every year, over 10,000 New York state high school students participate in concurrent enrollment programs offered by both private and public colleges and universities in New York, such as Syracuse, C. W. Post, Dowling, St. John's, SUNY Albany, SUNY Farmingdale, and SUNY Stony Brook. Additionally, the New York Board of Regents is considering proposals to expand these offerings (*NYSUT Dual Credit Task Force Report*).

SCCC Excelsior Program

The Excelsior program, the concurrent enrollment program at Suffolk County Community College, was developed in

October 2006 as a result of the 2005-11 Faculty Association contract. As designed, the Excelsior program provides the opportunity for Suffolk County high school students to enroll in high quality SCCC courses which are taught in their high schools, during their regular school day by SCCC credentialed high school teachers. Upon satisfactory completion of the course, students earn college credit that is seamlessly accepted at SCCC and generally accepted at a variety of other colleges and universities, including, but not limited to, SUNY schools.

The Students

Students enrolled in many of the Excelsior courses are at the top of their class, have customarily completed their high school requirements, and take these courses to get a head start on their college career.

Excelsior courses provide students with the benefit of developing college-level skills prior to entering college while

making their junior and/or senior years more meaningful with potential cost savings. Students are encouraged to enroll in a fourth year of content in high school, easing their transition into college-level courses or career and technical education programs, consequently increasing prospective graduation rates.

The Excelsior program also promotes interaction between SCCC and participating high schools, creating dialogue and important connections between secondary and postsecondary educators.

Program Structure

The Excelsior program has been structured within the guidelines of the National Alliance of Concurrent Enrollment Partnerships (NACEP), complies with the provisions of the Faculty Association contract, and incorporates many recommendations of the NYSUT Dual Credit Task Force Report.



Students are held to the same standards and are exposed to the same rigorous academic challenges as students on campus, but learn in their own high school environment. SCCC academic departments have oversight over the curriculum, textbooks, and student assessments offered at the high schools in their service areas.

High school faculty who teach in the SCCC Excelsior program must have academic credentials comparable to college faculty/adjuncts teaching the SCCC course on campus.

The ultimate goal of the Excelsior program is to create a structure that will exceed national standards while providing real value to the students and faculty involved. To that end, we participate in the New York Concurrent Enrollment Partnerships (NYCEP), which enables us to network and share strategies of concurrent enrollment programs offered throughout SUNY community colleges.

The FA contract requires that SCCC faculty members serve as mentors for the high school faculty who are participating in the Excelsior program. The SCCC faculty member also serves as the liaison from the academic department to the high school teacher.

The Partnership Process

The process involved to partner with SCCC through the Excelsior program is reviewed with the high school administrator responsible for curriculum. This process is three-fold:

1) Credentialing the course

Only a high school course with a college-level curriculum that is comparable to a course offered at SCCC may be offered through the Excelsior program. In order to credential such a course, the high school must submit

a detailed course outline along with a college course interest survey indicating the textbook to be used, the total number of classroom contact hours and student course enrollment requirements for each course considered.

An appropriate SCCC academic chair is asked to review the submitted high school materials and provide an assessment. Classroom teaching time, laboratory time/activities, and course material rigor/level are considered when comparing the courses. The academic chair may request additional information from the high school faculty member to clarify or modify the high school course curriculum to adhere to the curriculum at SCCC. This review is necessary to ensure that SCCC academic quality and integrity are preserved. Courses are not offered through the Excelsior Program without the approval of an SCCC academic chair.

2) Credentialing the faculty member

In accordance with the FA contract, faculty teaching an Excelsior course meet credentials comparable to college faculty/adjuncts teaching the course at SCCC.

To ensure compliance, the high school teacher submits copies of his or her undergraduate and graduate academic transcripts, inclusive of any postgraduate courses/training, a course interest survey outlining specific courses that he or she would like to be credentialed to teach, his or her teaching experience, and a resume to the SCCC Excelsior program administrator. This information is then shared with an appropriate SCCC academic chair for input and final approval. High school faculty who are not credentialed by an SCCC academic department chair cannot teach courses offered through the Excelsior program.

3) Establishing the SCCC-High School Faculty Mentors/Liaisons

In an effort to ensure that the courses being delivered at the high schools

through our Excelsior program are taught at a college level, SCCC mentors/liaisons are assigned to the Excelsior high school faculty. SCCC academic chairs are briefed on the details of the Excelsior program and urged to reach out to faculty members in their departments or areas to volunteer as mentors/liaisons for specific courses offered through the Excelsior program.

Prospective SCCC faculty mentors/liaisons are invited to attend an Excelsior program share session where they are provided with program background, mentoring guidelines, and responsibilities in accordance with the FA contract prior to commencing their mentor/liaison assignment.

At the culmination of the high school Excelsior course, SCCC faculty mentors/liaisons are asked to evaluate their experience with the Excelsior mentor program and to forward any suggestions they may have to benefit the mentor/liaison experience.

Furthermore, faculty and chairs have initiated discussions with school districts on how to revamp their curriculum and facilities to meet the SCCC program guidelines with the intent of increasing the number of Excelsior courses in their district. There have been engaging conversations as to how the high schools can update and revise their curricula to provide a seamless transition into SCCC upper-level courses. The feedback we have had thus far from the high school faculty is very positive and indicates that they welcome the sharing of teaching methodologies, course curricula, and assessments with their SCCC faculty mentors/liaisons.

Onward and upward, the Excelsior program is ultimately a win/win program that allows SCCC to partner with local high schools and introduces high school students to SCCC while ensuring that the SCCC courses offered in the high schools reflect the quality and challenges of SCCC courses offered on our campuses.

Jack Schanfeld (1930-2010): The man and the FA legend

by Ellen Schuler Mauk

The FA recently learned that Jack Schanfeld, retired professor of history (A) and FA president (1973-75 and 1977-79), passed away on September 6, 2010, in Naples, Florida, after a recurrence of prostate cancer.

Although Jack would probably have noted that his legacy was in the students he taught in his over 30-year career at SCCC, for those of us who were faculty members in the 1970s during the early years of the union, Jack will undoubtedly be remembered as one of the most colorful leaders the FA has had.

Jack was a dynamic and charismatic individual who made things happen. He negotiated two contracts in the 70s and often appeared to “pull rabbits out of the hat” in the 11th hour. He was a clever and creative leader who often drove the college administration crazy more often than they were willing to admit—and sometimes he drove us (the membership) crazy as well.

When I filled an unexpired term for FA secretary in 1976 during one of those negotiations, he called 22 meetings of the Executive Council between January and April to address various negotiations issues before the contract was finally settled! During that time we had at least five or six informational picket lines and ended up hiring a billboard truck to drive up and down the LIE in Suffolk County sporting the question, “WHO RUNS SUFFOLK COUNTY?” The point of this demonstration was to put pressure on then County Executive John V.N. Klein whose director of labor relations was unresponsive to the FA negotiating team and who had failed to return Jack’s phone calls. Shortly after its run and a photo in *Newsday*, the contract was settled—and that was the beginning of the FA’s public relations campaigns.

Of course, one can’t remember Jack without thinking about his stories—and he was quite the storyteller. From his

allusions to working for “the Company” on top secret missions prior to coming to SCCC; to his harem of five wives in Syria during one of those missions; to his relationship with Lady Lucy, a bona fide member of the British aristocracy; to the belly dancers who performed at his wedding reception—one never really knew if his stories were true. Invariably, though, one or another element of his stories would be validated at the most unexpected times. He was certainly a character of the first magnitude and he reveled in that persona.

However, it was during his presidency in 1977-79 when I served as the FA vice president that I really got to know the real Jack Schanfeld. As controversial as he was at times, Jack was a true academic unionist. He believed that it was only through collective bargaining that faculty could really be assured of having a say in their professional lives as well as their working conditions. He was instrumental in the creation of Peer and College Personnel committees, the adjunct coordinator as an at-large officer position, and in advocating for a NYSUT Board member for community colleges.

During those two years, I learned more from Jack about running a dynamic organization—and while it was not in my personality to feign the totally unpredictable persona of which Jack was a master, he nevertheless taught me how to be responsive to membership issues and to create a climate in which we could collaborate with management when it was to our mutual benefit.

Jack’s daughter, a successful business woman, said her father always told her, “Never forget to school the people who are going to take your place.” Although the consummate unionist, he was still an educator at heart. His legacy is the FA as we know it today.

Rest in peace, Jack Schanfeld. You’ve made your mark.

For those who would like to remember Jack, you can make contributions to the Jack Schanfeld Scholarship for continuing students at SCCC, a fund he established when he retired. For further information contact Nancy Dunnagan (college chair of scholarships) and Nicole Reitman (Ammerman campus chair).

For those who would like to send a condolence note to his daughter, Karen Richards, contact the FA office at 451-4151.

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