



*Top photo: Justin Reynolds, Supply Chain Management major, in one of Instructor Rich Lasek's classes.*

*Below: On the job at Captech Logistics where he does his paid co-op.*

## Paid co-ops are win, win

Every Monday and Wednesday, Justin Reynolds heads to Captech Logistics to do anything from tracking inventory and receiving deliveries to sitting in on sales meetings, and he's getting paid for it. Like others in the new Supply Chain Management program, Justin participates in a cooperative education experience or "co-op" to earn his degree. At the end of the semester he'll receive a stipend for the 240 hours he's been at Captech, a company specializing in helping local manufacturers with inventory control. Students in the program complete two co-ops during their last two semesters. So, while he's earning credit hours, he's also earning a stipend that Justin mentioned he'll be using for living expenses since as a veteran, his tuition is covered through the GI Bill. Working at the company has given him hands-on experience. "The Co-Op at Captech combines my logistics experience from the Army with my book knowledge from SCCC."



*Dr. Martha Asselin, Acting President, and Jesse Stewart, Student Government Association President, discuss the new SUNY sexual violence prevention policies.*

## Uniform sexual violence prevention policies now for SUNY campuses

The State University of New York last week adopted uniform sexual violence prevention and response policies for SUNY campuses, following a request by Gov. Andrew Cuomo. As one of the 30 community colleges in the SUNY system, SCCC's Board of Trustees will be asked to formally adopt the policies at their meeting next week.

The comprehensive policies are the result of a resolution passed in October by the SUNY Board of Trustees and do the following:

- Ensure that victims/survivors of sexual violence know how to reach confidential, supportive resources on and off campus, including community organizations and state-wide hotlines. At SCCC, those include the Student Affairs Office (Elston Elston 222/ext. 1344), Wellness and Support Services (Elston 222/ext. 1365), Security (located in Elston Hall, CST, the School of Music, 381-1308) and Campus Safety (Elston 220D, 381-1418).
- Include a "Victim/Survivor Bill of Rights," ensuring that victims/survivors will be treated with respect and dignity when disclosing crimes of sexual violence.

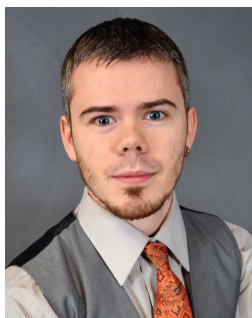
It includes rights, protections, and remedies for victims/survivors, including options for receiving resources, protection, and accommodations; reporting to school officials and/or law enforcement; and utilizing the conduct and/or criminal justice system.

- State clearly in writing, through an amnesty policy, that the campus will not charge a bystander reporting in good faith or victim/survivor of sexual violence with violation of an alcohol or drug use policy if they were under the influence at the time of the incident.
- Make victims aware of available remedies, including orders of protection, no contact orders, and adjudication through campus disciplinary proceedings and law enforcement.
- Define "consent" clearly and uniformly across the SUNY system as unambiguous, knowing, and voluntary.

Dr. Martha Asselin, SCCC Acting President, was appointed to the SUNY Chancellor's Temporary Working Group on Continual  
*(continued on next page)*

## College welcomes new staff

**Robert Corey** is now a full-time Technical Assistant in Academic Computing. Prior to that, Robert worked part-time as an Educational Aide to support all of the classroom/staff computers at the Center City site. He earned an A.A.S. in Computer Information Systems and an A.A.S. in Business Administration from SCCC.



**Ashley DeSantis** joined the College as Temporary Assistant Registrar in October 2014. Most recently, she was Assistant Registrar at The College of Saint Rose. Prior to that, Ashley worked at SCCC as an Academic Advisor and at Mildred Elley as an Admissions Counselor. She holds a Bachelor's degree in Marketing from The University of Connecticut and an M.S. Ed in College Student Services Administration from The College of Saint Rose.



**JoAnn Evans** joined SCCC this month as Assistant to the Health Profession Opportunity Grants program. She brings more than 16 years of experience in health professions education and training through her prior work at the Rhode Island Geriatric Education Center (RIGEC). Her role encompassed project management, grant administration, strategic planning, curriculum and program development, outcomes assessment, data analysis and reporting, and funding proposal development. She also has experience as a clinical audiologist. JoAnn holds a B.S. in Communicative Disorders from the University of Rhode Island and an M.A. in Audiology and Hearing Impairment from Northwestern University.



**Joseph Farina** joined SCCC in November as a Systems Management Technician in the Information Technology Division. Prior to this, Joseph was a Technology Support Specialist for Disability Rights New York, a Service Desk Analyst for MVP Healthcare, and Help Desk Technician and Bench Technician at SGS Testcom. He holds an A.O.S. in Computer Networking Systems from ITT Technical Institute.



**Karen Pagano** joined the Finance Department as an Account Clerk. Prior to that, she was a stay-at-home mom doing substitute work in the school system and working at a school for children with special needs. Before having children, Karen worked in the finance industry for 14 years as an assistant to a financial analyst/portfolio manager at Atlanta/Sosnoff Capital in Manhattan.

**Sandy Stapleton** joined the Accounts Payable Office as an Account Clerk. She holds an A.A.S. degree in Paralegal from SCCC.



**Carianne Trotta** joined the Human Resources Department as a Human Resources Specialist. Most recently, she worked at SUNY Empire State College as a Senior Personnel Associate overseeing the Employee Services unit. Prior to that, she worked for SUNY System Administration as a Compensation and Data Analyst, responsible for SUNY-wide HR data reports. Carianne has worked for SUNY in various Human Resources roles for more than 13 years. She holds a bachelor's degree in Business Administration and a Master's degree in Organizational Communication from the University at Albany.



## *SUNY sexual violence prevention policies (continued from front page)*

Improvement to Sexual Violence Prevention Policies, which developed the policies. The group was comprised of college presidents, administrators and members of law enforcement.

"Sexual assault is a problem that belongs to everyone," Dr. Asselin said. "It is in the best interest of everyone, to include all members within the 64 SUNY campus community, to eliminate the incidence of sexual violence, harassment and discrimination in our society. These uniform sexual violence prevention and response policies for SUNY campuses represent a landmark initiative. We can only hope that other states will quickly follow our lead."

The new policies also include a statute that all first-year and transfer SUNY students will be informed of the sexual assault policy, comprehensive training for campus security and college administrators, a statewide public awareness campaign, uniform confidentiality and reporting protocols and a uniform campus climate assessment that will commence in the 2015-16 academic year.

"With the increased attention to these issues under Title IX and the Violence Against Women Act it is anticipated this new SUNY policy will continue to help victims and survivors come forward. Revealing the true scope of the problem is an early step in the process of healing for both victims/survivors and our society," Dr. Asselin added.

Jesse Stewart, Computer Networking Systems and Cyber Security/Business Administration major and President of the Student Government Association, agreed. "SGA supports Gov. Andrew Cuomo in this new policy of sexual and domestic violence awareness," he said. "We as students believe it is our responsibility and of utmost importance to help students who have been victims of or have dealt with such issues."





*Donna Corbisiero (center) with the students in her Literature and Writing class. "This exceptional group comes in twice a week, let me remind you at 8:30 a.m., eager to learn, eager to share, and very eager to argue. Respectfully," she writes. "These characteristics of a class are paramount to my ideal learning setting as a teacher; laughter is another key ingredient, and we share that in spades as well."*

## Why I Love Teaching...

*by Donna Corbisiero, Instructor, Division of Liberal Arts*

I am an instructor. I am an educator. I am a teacher. Simple enough. I take my knowledge, a syllabus, and the required text to teach my students applicable lessons in order to be a better reader, writer, and thinker.

Ideally, I'd like to think students leave at the end of the semester improved in these areas, that they've acquired information that will transcend into their other classes as well as their lives. I know, unfortunately, that is not always the case. While there is always the motivated student or two or three, there are also an equal number of students who feel their presence is not for education, but for the required credits. In addition to the motivated and the apathetic, there is the majority of students who do moderately try, who I hope will take some of the information and use it elsewhere. It is the reason I continue to teach, the hope that I have made students' lives better holistically on some level, however minute.

Then there is the exception. This semester, I have the privilege of teaching a Monday/Wednesday 8:30 a.m. class of Literature and Writing. Let me reiterate: Monday mornings. Monday. Morning. And yet this class defies the ratio of the motivated, the apathetic, and the ones in

between. Collectively, this class exudes the kind of energy that every teacher would love to see. Their enthusiasm is palatable. Their healthy diversity is antithetical to the basic connection they feel in regards to learning the literature taught here. So many times, I see that 'they get it.' I have vociferous students who can't wait to tell the class and me their thoughts on the selected pieces as well as reticent students who still share their feelings if even through body language.

Personal, appropriate stories are shared as a way to apply the existentialism that comes from the literature, enriching the entire group of students, allowing me to see timeless and not-so timeless works in a whole new light. They see thematic links with previously studied works in ways I never thought before, challenging and reminding me of all that I still have to learn.

This exceptional group comes in twice a week, let me remind you at 8:30 a.m., eager to learn, eager to share, and very eager to argue. Respectfully. These characteristics of a class are paramount to my ideal learning setting as a teacher; laughter is another key ingredient, and we share that in spades as well.

Magically, these students do it all consis-

tently. Their questions are relevant, their opinions are valid, and they are not afraid. On more than one occasion, the sound of our lively discussion has permeated into the hallway filled with students waiting for their next class to begin, and as we exit the classroom, those students stare at us in awe and bemusement. One bystander recently asked me, "What the heck do you teach in there?" I answered, "I teach the most amazing students ever."

As an educator, I walk into that room in Stockade 304 with a smile on my face and a skip in my step. I leave at 9:45 with a rapid heartbeat and a surge of energy that is a delicious contagion of the class's dynamism. As the end of the semester nears, I'm reluctant to say goodbye to this energy. I wish I could take each student to the next semester, or I wish I could bottle up the enthusiasm and share it with every other student on this campus. Because in this Monday/Wednesday 8:30 a.m. Literature and Writing class, real learning is happening, and that learning extends to me, as they teach me way more than can ever be on that syllabus or in that text. That is the real reason why I love teaching. And I am so grateful I have been able to be a part of it.

## Staff development

Nicolas G. Ltaif, Director of Academic Computing, recently earned his M.S. in Educational Administration Policies and Studies from the University at Albany.



**Good luck on your finals  
and have a festive Winter Break!**



*BINNEKILL, December 15, 2014*