

Changes to EMHP Benefits: Managing the Impact

by Ellen Schuler Mauk

Change seems to be the theme this year—and not just in the presidential election. Effective 2009 changes in the EMHP health benefits will also occur as a result of the 2007 health benefits agreement between the County of Suffolk and all ten Suffolk County municipal unions that calls for \$15 million of annual recurring cost savings.

As we go to press on this issue of *The WORD*, the decisions on the specific changes in EMHP have not yet been finalized. However, the purpose of this article is twofold: to alert you to the fact that there will be changes to our healthcare program effective January and to assure you that, despite the size of the overall dollar figure of savings that we must achieve, the changes being considered by the unions are designed to have as minimal an impact on our collective members

as possible while maintaining an accessible quality healthcare program *without* employee premium contributions.

As you may recall, the 2007 memorandum of agreement between the Suffolk County municipal unions and the County of Suffolk effectively extended our collectively negotiated healthcare benefits through January 1, 2013. The compromise reached to achieve this agreement that insured that employees would not contribute toward healthcare benefit premiums was that the unions would agree to \$15 million in cost savings effective 2009.

In accordance with the provisions of this agreement, the unions have been meeting over the last 120 days reviewing cost savings projections on all aspects of our EMHP health program. We have met with the EMHP health benefits consultants, we have hired our own health benefits consultant, we have recommended items to be priced out for consideration, and we have each regularly consulted with our attorneys to make sure that as a result of our deliberations we do not inadvertently relinquish any of our contractual rights or benefits.

We have worked tirelessly to develop a plan of savings that will not unnecessarily shift the cost of the health program to the members and that will insure that any increases in cost, such as provider



visit co-pays, will be shared equally by all participants in the plan. Some of the cost-savings changes that we are also considering may not have a cost impact on the members but may require changes in how the service or benefit is delivered.

The reason for all this deliberation is that under the 2007 MOA, the unions have the right for 120 days to adopt the appropriate level of cost-savings measures for EMHP. If the unions fail to adopt these measures, the county is then authorized to adopt the appropriate level of cost-saving measures from the same list that the unions have considered. It is the unions' firm collective belief that we understand the needs and concerns of our members far better than the county and that collectively we will make better choices—ones that are more responsive to your needs and concerns—than the county would make.

While the 2008 presidential

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Stylin' and Profilin' with the Executive Council Representatives

by Cynthia Eaton

Ten Questions for Lisa Aymong (Assistant Professor of Nursing, Ammerman)

1. **Cynthia:** As a nurse, people must ask you questions all the time about their health issues. Does this happen? Does it bother you?

Lisa: Yes, people always ask me about their health, but it really doesn't bother me. In fact, let me just get this out of the way for your readers. To stay healthy this fall and winter season, wash your hands, get a flu vaccine (yes, the benefits do outweigh the risks!), don't let others cough or sneeze in your face, and dress for the weather. Also watch your diet, eat plenty of fruits and vegetables, and cut out the fats and salts from your diet. Everyone should exercise at least three times a week. Walking is a great exercise: you can walk on the beach or around campus. Join a gym if that's what motivates you. Or go dancing! That's excellent exercise!

2. **Cynthia:** I know all about you and dancing. I saw you tearing up the dance floor at the NYSUT Community College Conference in Saratoga. And I understand that you throw a mean party. What's the next one you're planning?

Lisa: I do love to organize parties. In the past, every year on Christmas Eve, my mom would throw a big holiday party with all the good Italian seafood; since she passed away, I'm carrying on the family tradition. We start eating at 4 p.m. and don't finish eating until 8 or 9 p.m. We prepare all the seafood: antipasto with anchovies, shrimp cocktail, steamed clams and



mussels, oysters on the half shell, then octopus in the marinara over spaghetti, flounder fillets, eel, bluefish cakes, and calamari salad. We don't put any fish in the desserts, though [laughs].

3. **Cynthia:** So we know you're one for fun. If I made you pick another word to describe yourself, what would it be? What would your husband pick to describe you? Your daughters?

Lisa: I would describe myself energetic. I always have a lot of energy. My husband would say "compassionate." I actually asked my daughters what they would say: Melissa said "amazing" and Jaclyn said "inspirational."

4. **Cynthia:** So you have two daughters. Did you want them to be like you when they grew up?

Lisa: Melissa is my oldest, and she's in graduate school for her master's degree in interior design and architecture. My youngest, Jackie, is getting her bachelor's in criminal justice with a minor in political science. She wants to go on to law school. So the girls are different in their interests: Melissa was a competitive dancer, while Jacklyn is a champion baton twirler and has always been a good debater. I always told my girls that I love what I do and that I wanted them to find their own careers that they love just as much. They have to find jobs that they enjoy because they're going to have to get up every day and go to work, and it's so much harder to do if you don't enjoy your job.

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Joyce Gabriele Co-Editor
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AFTCN
Communicators Network

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FYI: Highlights from the Executive Council

and other news of note



- **NYSUT Phone Banks:** Executive VP Kevin Peterman extends his gratitude to the following individuals who participated in the NYSUT Phone Banks on Wednesday, October 29:

Eileen Daley
Joyce Gabriele
Marie Hanna
Carlene McFadyen
Adam Penna } *pictured above*
Gene Penna }
Ellen Schuler Mauk
Phoebe Smith
Filiz Turhan-Swenson

- **Clarification of Attendance on Nov. 26:** There are no classes on November 26 this academic year; however, this is not an “official” holiday. Thus, all full-time nonclassroom faculty choosing not to work on this day must use their own time which, for counselors and librarians, could include an “N” day. Nonclassroom faculty may also choose to take a “P” day with prior approval from their administrator.

Adjuncts are not expected to report unless this specific day is included in their assignment.

- **Save Money by Participating in Flexible Benefits Plan:** The college allows employees to participate in a Flex Plan, which allows you to allocate pretax salary money towards paying out-of-pocket medical, dental, vision care, and/or child care expenses. You could save 26% to 42% on qualified expenses! See complete article by FA Treasurer Joyce Gabriele on page 9 of this issue.
- **Grievance Committee:** The FA’s Grievance Officer, Sean Tvelia, has announced an opening on the FA Grievance Advisory Committee. If you would like to be considered for this position, please contact Anita Greifenstein at 451.4151.



The Community Outreach Committee sponsored its fifth Habitat for Humanity Day of Building in Bellport on Saturday, October 11.

FA volunteers included

Paul Anderson
Jonathan Bingham
Kim Birnholz
Edward Chropufka
Doug Cody
Audrey DeLong
Mary Dernbach
Jenny Farquhar
William Flinter
Liz Foley
Debra Gerrie
Debra Handel
Sonya Lorrain
Kevin Peterman
Catherine Prewitt
Ellen Schuler Mauk

EMHP Changes

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election campaigns paint change as positive, we all know that on a personal level change is, more often than not, distressing.

However, as far as EMHP, your healthcare benefits program, is concerned, you do not have to be distressed about one very significant aspect of your healthcare benefits: you can rest assured that unlike most other employees and retirees, Suffolk County municipal employees and retirees—including Faculty Association faculty members and retirees—will not be subject to an employee premium contribution through the end of 2012 as a result of the Suffolk County municipal unions living up to the provisions of the 2007 healthcare benefits agreement and acting responsibly on your behalf.

Stylin' and Profilin'

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

Lisa: As a child, I wanted to be a second grade teacher. I liked my second grade teacher a lot, and she must have inspired me. But my mom was a nurse, and she loved it so much that I went through the nurse assistant program at BOCES in high school. I graduated first in my class, and then I went on to the Suffolk County Community College Nursing Program!

6. Cynthia: You've been at Suffolk for six years. What did you do before your current position?

Lisa: After Suffolk, I went on for my bachelor's at St. Joseph's College. I got a master's in public administration at CW Post and my nursing practitioner degree at Stony Brook. I did hospital critical care nursing for about nine years, then taught at Western Suffolk BOCES for 13 years in their nursing program before coming to Suffolk.

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

Lisa: Oh no, I would absolutely become a party planner! I love parties and I'm pretty good at organizing them since I am so detail oriented. When my girls were growing up, I hosted all sorts of birthday parties with different themes:

holiday parties, pool parties in the summer, and more recently graduation parties. It's just something that I have a lot of fun doing.

8. Cynthia: Okay, back to your current job: What do you like most about it? Least?

Lisa: What I like most is the contact with students. I like to see how they are progressing over time at Suffolk. Unlike other professors, we get to see our students in lecture, lab, and clinical so we actually get to see them at work, applying their skills. It is very rewarding for us to see, and it's inspiring for the younger students in the program. For example, one student was really having a hard time the first time she had to draw insulin. She struggled, but she finally got it. It was a wonderful moment. She has graduated and is now working as a registered nurse.

What I like the least are the many meetings we have to attend. I know that they are important to keep us current, but honestly there's only so much time in the day. It takes a lot of time away from students and teaching.

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

Lisa: This is my second year as an EC rep. When I first considered becoming an EC rep, somebody said that it was kind of easy, but one thing that I've learned is that it's definitely *not* easy. There's a lot of information to learn and get out to my constituents. People approach me more, and I'm happy that I can get information back to them.

I think it's important for EC reps to attend all of the meetings, so you can share issues and problems at the meetings, and make yourself available to your constituents. It's not easy because you are improving their lives at work.

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

Lisa: I have learned so much, from how the college operates, to budget information, to all of the information in the very helpful EC manual. But mostly, I've learned how much the union does for its members. We have outstanding leaders: they are all strong, dynamic, helpful—and talented multi-taskers! Maybe they should be in the medical field [*laughs*].

Meet Our New FA Members!

by Dan Linker



Travers Breen
Physical Education · Ammerman

About halfway through my conversation with Travers Breen at the Brookhaven Gym, he mentioned something that I wrote down quickly, then slowly reflected upon. As an instructor of physical education, he's currently teaching twelve courses, seven of which are different. That's a lot of students, and that's also a lot of preparation. I then asked if he knew any of their names by now, and he said that, surprisingly, he could identify almost all of them. That's impressive.

After growing up on Long Island, Trav attended Methodist University in North Carolina, where he graduated with a BS in business administration with a focus in professional golf management. Interestingly, in order to qualify for the program geared towards preparing its students to become club pros, you have to have a fairly low golf handicap. Not too many courses of academic study involve physical prowess, but in this situation it makes perfect sense. His coursework and experiences as a pro also involved quite a bit of teaching, which is partly the reason he's here today. Before college he had worked as an assistant pro at Nissequogue Golf Club, and then as he was earning his degree he also worked as an assistant pro at Baiting Hollow Golf Club. The teaching aspect of these positions was something he enjoyed, and it led him to further his degree and eventually come to us.

To that end, Trav then completed his master's at Hofstra in physical education, and just this past September began his career here at SCCC. Among his seven preps are weight lifting, volleyball, badminton and bowling, fitness walking, and, naturally, golf. Although that certainly represents a great deal of organization, he loves the variety he's able to bring to

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Joseph Gansrow
English · Grant

About five minutes after meeting with Joseph Gansrow, instructor of English at the Grant Campus, I realized that I already had more than enough information to write in a profile, but unfortunately his personality and conversation style are so engaging that I had scarcely written any of it down. There will never be a need to wonder if his students enjoy his classes.

Although he moved around a bit while growing up, Joe spent most of his time in Hicksville, where he graduated from high school with Billy Joel as his commencement speaker. This fact ties into what seems to be a fortunate pattern of influential people in his life. Billy Joel spoke at this commencement out of respect for Chuck Arnold, his high school chorus teacher. Joe was lucky enough to study under this man as well and learned first hand of the relationships that can be built between students and teachers through tough but understanding educators. He carries this lesson into his pedagogy.

While at the College of Charleston in South Carolina, Joe met another influence, Bishop Hunt. Hunt had studied under Robert Frost at Harvard and possessed an infectious love for learning, a love that still inspires Joe. Before he enrolled in a PhD program at Stony Brook and while he was working towards his degree, Joe was employed as a security guard in various venues in New York. One of his jobs was at the Ed Sullivan Theater, where he often met David Letterman. Joe explained that Letterman always came in at 4:00 in the morning and worked continually with his staff all day to prepare for the show that afternoon. Letterman was never condescending or obsequious, but rather authentic and very professional, and this

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How to Propose a Distance Education Course

by Steve Brodsky

There has been a good deal of confusion about the process by which faculty should propose a distance education (DE) course. Due to this, the FA has created a section on its website devoted to distance education. On the site, you'll find information about the four DE modalities: fully online, hybrid, distance learning classroom, and telecourse. You will also find information on how to propose a course, on policies and procedures, and on resources and contact information. Additionally, there are a few sample proposals on the site so you can see what the college Distance Education Committee (DEC) is looking for when they review proposals.

Here in this article, I'll attempt to make the process clear as well. First, let's look at the difference between the two distance education forms. These are the Course Proposal Form and the Course Assignment Form. Both of these forms are linked on the DE section of the FA website and are available from the Office of Instructional Technology (OIT) in Riverhead 320 (451-4656). The difference between these two is based upon whether or not the course you would like to teach has been developed and deemed appropriate by the college for delivery in an online modality. If you're not sure whether a particular course has been previously developed, contact OIT.

- **Course Proposal Form:** Use this form if you wish to develop and teach a course that has *not* yet been offered in your chosen DE modality. For example, if you wish to teach a specific course as a hybrid but it has never been offered as a hybrid course at Suffolk, you must use the Course Development Form.
- **Course Assignment Form:** Use this form if you wish to be assigned to a section of a course that *has* already been developed for that modality. For example, if you want to teach a course that someone else has already developed for fully online delivery, you must use the Course Assignment Form.

There are two notes, however, about how this fits with established governance procedures:

1. If you wish to develop and teach an entirely new course (one that isn't currently in the college catalog), you must first propose the new course through existing college governance procedures, then propose it as a DE course following the Course Development process described below.



2. If the course you wish to teach isn't already listed as a regular offering on your campus, you first need to adopt it from the other campus through the established governance process.

Course Proposal Forms

All Course Proposal Forms must be submitted to the DEC one year in advance of the semester in which you hope to teach the course. The timeline is listed on page 1 of the form itself. This is to ensure that you have sufficient time to develop a DE course that is of high academic quality (this is why the FA negotiated compensation for your first course development), and you should be working with your assigned DE peer mentor throughout the process.

To develop a course for a DE modality, follow the instructions on the form itself. Here's an overview of the steps:

1. On the Course Development Form, complete page 1 with your faculty info and the proposed course info. On page 2, write your rationale for offering this specific course in your chosen DE modality. On page 4, in the Faculty Development section, if this is your first time developing a DE course, check off whether you prefer release time or overload compensation.
2. Attach a copy of a course outline for this course to your proposal.
3. Make a copy of pages 1 and 2 for your records, then send a copy of page 1 to OIT so they can keep track of all requests in the event paperwork is lost.
4. Notify your department chair/area supervisor of

your proposal. If your department or area has a DE committee, your proposal should go to this committee in keeping with their timeline.

If your area/department does not have a DE committee, you should then ask that your proposal be placed on the agenda for a future department meeting and that pages 1 and 2 are distributed to all department members. At the meeting, you should review your proposal, then your chair will ask for and record the results of the department's vote (number of votes for, against, or abstaining) on page 3 of the form.

5. Once your course is approved by your entire department or by your department/area DE committee, obtain the signature of your chair and ask him or her to notify the chairs on other two campuses, cc'ing you on the memo or email. Your chair must attach copies of their notification to your proposal.
6. Your chair will next submit the form to your campus technology administrator. After they sign, they'll obtain the signature of the campus dean and then forward the completed Course Development Form to the college-wide Distance Education Committee (DEC), via OIT, for review.
7. If approved by DEC, you will be contacted by OIT for training, certification, and assignment to a peer DE mentor (they will complete page 4 of the form).

Course Assignment Forms

If you wish to be assigned to a section of a course that has already been developed for a specific DE modality, you would use the Course Assignment Form. Again, if you're not sure whether a class has been previously offered in your modality, contact OIT (451-4656).

Unlike with Course Proposal Forms, all of which must be submitted one year in advance of the semester in which they're to be offered, with Course Assignment Forms the timeline for submission depends upon whether you're new to teaching DE or a veteran DE instructor:

- **New DE Faculty:** If you have *never* taught a DE course before, you must submit your Course Assignment Form to DEC one year in advance of the semester in which you hope to teach the course (the deadlines are on the form itself).
- **Veteran DE Faculty:** If you have previously

taught in your chosen modality, you don't have to adhere to the one-year timeline. The timeline for veteran faculty will be established by your chair and/or the department/area DE committee.

Here's an overview of the steps for the Course Assignment Form:

1. On the Course Assignment Form, complete page 1 with your faculty info and the proposed course info. On page 3, in the Faculty Development section, if this is your first time developing a DE course, check off whether you prefer release time or overload compensation.
2. Attach a copy a course outline for this course to your proposal.
3. Make a copy of pages 1 and 2 for your records, then send a copy of page 1 to OIT so they can keep track of all requests in the event paperwork is lost.
4. Next, submit your proposal to your department/area DE committee or (in the absence of a committee) to your chair for approval. If your committee/chair does not approve the assignment, he or she must provide a written rationale.
5. If your chair/committee does approve the assignment, your chair will obtain the signature of your campus technology administrator and campus dean, who will forward the approved form to the college-wide Distance Education Committee (DEC), via OIT, for review.
6. DEC will take a formal vote on your assignment request and make a record of the number of votes for, against, and abstaining.
7. If approved by DEC, you will be contacted by OIT for training, certification, and assignment to a peer DE mentor (they will complete page 3 of the form).

These are the basics of the process by which you can propose, or request to teach, a distance education course. For more information on this process and other information related to distance education, be sure to visit the FA's Distance Education page.

www.fascc.org/de

New Member Bagel Brunches

The annual fall new member bagel brunches were held on each of the three campuses in October. In the photos below, addressing new members and their mentors about what the Faculty Association has to offer are Ammerman Campus new member coordinator Cecilia Spellman Frey (*top*), Eastern Campus new member coordinator Mary Reese (*center*), and Grant Campus new member coordinator Liz Foley (*bottom*).



Flex Plan: What & Why

by Joyce Gabriele

Ellen's front-page article about changes in our EMHP effective January 2009 prompted me to wonder how many of our members know and/or take advantage of the Flex Plan to which we have access.

Quite simply, flexible benefits are a way in which eligible employees can allocate pretax salary money towards paying out-of-pocket medical, dental, vision care, and/or child care expenses. By setting aside money pre-tax you can save from 26% to 42% on qualified expenses and the higher your tax bracket, the greater your savings.

In a way, the flex plan acts like a personal expense account: you estimate what your expenses will be for the calendar year (January through December) and have that amount set aside in equal biweekly deductions throughout the year. The difference is that you set the amount to be deducted from your paycheck pre-tax and it is exempt from federal, most state, social security, and Medicare taxes and will never be reported as gross income to you.

Throughout the plan year, you submit vouchers requesting reimbursement for the qualified expenses you incurred and you receive a tax-free check either mailed directly to you or directly deposited to your checking account, depending on your preference. You can submit as many claims as you want as long as the dates of service fall within the eligible plan year. The varieties of expenses eligible include, but are not limited to:

- All out-of-pocket medical (including co-pays), dental, and vision care expenses (including Lasik eye surgery);
- Over the counter medications for an illness or injury, excluding vitamins and herbal remedies; and
- Child care and other dependent care or elder care costs for care of an eligible dependent when both spouses work.

Note: The dependent care expense must be for the specific purpose of allowing both you and your spouse to work and the overall maximum deduction for dependent care is \$5,000 per year.

Eligible charges include babysitters, companions and day-care centers that meet local regulations.

Please note that you have to be careful and conservative with your estimates. Why? Because if you don't use all the money you've allocated during the year, the excess is not refunded to you.

Accessing this service is relatively simple but the deadline for applying for the 2009 calendar year is November 30, 2008. There's a link at the bottom of the home page of our Human Resources site: <http://www3.sunysuffolk.edu/Administration/HumanResources/humanresources.asp>. That link will take you directly to flexbene, the administrator for this benefit. There you will find information on how to enroll, the forms to file, an extensive FAQ section, and a savings calculator to determine if this benefit is for you. Additionally, there's a toll free number 800-836-8100 and an email address: info@flexbene.com.

New Members: Breen

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the job. In general, his goal is to introduce the students to a relationship with exercise. He does not want their experiences to end when the class is over, but rather to become something that they can cultivate throughout their lives.

Ice hockey has always been a particular passion of Trav's. He plays in a league, has coached JV hockey, and has now taken on a role of assistant coach to the SCCC club team. Although his work obviously keeps him quite busy, he still tries to find time to go canoeing and fishing on the various rivers and bays throughout the Island. In our short conversation it was clear to me that not only does Trav have a good mind for remembering his students' names, but they will remember his as well. He has a quiet enthusiasm and friendly professional demeanor that will unquestionably make him an excellent asset to the college.

New Members: Gansrow

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powerful work ethic became a third trait that Joe has sought to emulate.

And he's got all three. In order to ensure that he and his wife would be able to stay on Long Island and close to their families, Joe also earned an MA in Education while completing his PhD, which focuses on D. H. Lawrence. This allowed him to work in a public high school while finishing his degree and applying for college positions. In 2005 he received his doctorate and this fall began his career at Suffolk. His approach to teaching, love of learning, and powerful work ethic were imparted to him by various mentors, and how lucky the college is to have that combined experience in him to now give to our students.

Know Your Contract: Office Hours and Advisement Hours

According to our current contract, full-time classroom faculty are required to schedule and maintain office hours, in addition to their scheduled classes, for consultation with students. All faculty have to maintain five (5) office hours per week, except for English Department faculty, who have to schedule and maintain seven (7) office hours per week. These are the contractual rules for office hours:

- **HOW:** Office hours are to be held in your office or, if applicable, a department-sanctioned location. One of your weekly office hours may be scheduled as a synchronous online office hour. You have to post your office hour schedules or make them otherwise made available to students and to file a copy with your appropriate administrator.

- **WHEN:** At least one hour must be scheduled in a block, and the remainder in periods of no less than thirty minutes each. To ensure availability to students, you have to schedule office hours reasonably distributed over your work week, for no fewer than three days per week, except as otherwise approved by your supervisor. You are not allowed to schedule office hours during the college's common hours.

You are not required to maintain office hours on days when you're not scheduled to be on campus for professional duties and if you have release time for 50% of more of your work load, you can have a pro-rated reduction of office hours.

- **HOW LONG:** Office hours are defined as being equivalent to clock hours.

In addition, each full-time classroom faculty member has to provide eight hours of student advisement per semester, which may include an advisement orientation scheduled during common hours. The college is to make every effort to equalize the number of student advisees to each faculty member. With the consent of the faculty member, other project assignment(s) may be made in place of student advisement.

Any full-time faculty who volunteers to teach three or more credit hours during the summer are required to provide six consecutive hours of student advisement on no more than one day.

Adjunct Update

by Cynthia Eaton

- **NORA Forms Reminder:** Here is a list of the upcoming NORA due dates:

action	term	deadline
• NORA requests	Wintersession	November 3
• assignments posted	Wintersession	November 14
	Spring	December 1
• accept/decline	Wintersession	December 1
	Spring	December 12

Please contact me immediately if you have any questions about the above deadlines: cynthia@fascc.org.

- **Sick Time:** Every fall and winter season, questions come in regarding sick time and the use of "substitutes" when you're not able to work. According to the contract, each adjunct is allowed to take up to one week's worth of assignment as sick time each semester.

On those occasions that you are unable to come to work due to illness, you should contact your immediate supervisor. It is the supervisor's role, not yours, to find an appropriate substitute as necessary for those times.

- **Legal Benefits for Adjuncts:** As one of the FA Benefit Fund Trustees, at the October meeting, I was surprised to see the relatively low statistics on the Legal Services Plan Utilization Rates for adjunct faculty. Below is a list of benefits provided for all adjunct faculty:

- General Consultation
- Document Review
- Will
- Personal Injury
- Deed Transfer
- Living Will/Health Care Proxy
- Powers of Attorney
- Estates and Administration

To take advantage of any of the above legal services benefits, contact our FA Benefit Fund Administrator, Mary Kaffaga: by phone (732.6500) or by email (mary@fascc.org).



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 5 • 7 to 11 p.m.
Villa Lombardi's
877 Main St • Holbrook*

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 November 19

_____ # 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

Faculty Association 2008 - 2009 Executive Council

OFFICERS

Ellen Schuler Maulk.....President
 Kevin Peterman..... Executive Vice President
 Marie Hanna..... Secretary
 Joyce Gabriele..... Treasurer
 Sean Twelvia..... Grievance Officer
 Cynthia Eaton..... Adjunct Coordinator

ADJUNCTS

Doug Cody..... BY,CH,ES,FS,HO,PH,AT,TE,EN,TT
 Vacant..... CS,AC,BF,BA,BL,BD,BU,OT
 Nicholas Giordano..... EK,HS,PO,PD,PS,Counseling, Stud. Act.
 Frank DiGregorio..... EK,HS,PO,PD,PS,Counseling, Stud. Act.
 Danielle Miller..... EG,LR,CO,TH,RT
 Darren Johnson..... EG,LR,CO,TH,RT
 Rievan Slavkin..... For. Lang.,EF,RE,HU,SL,MU,VA,PL
 Pauline Pharr..... For. Lang.,EF,RE,HU,SL,MU,VA,PL
 Russell David..... Math
 Kathleen Clifford..... NR,HC,FM,HI,CD,ED,PE,OS
 Carol Powers..... NR,HC,FM,HI,CD,ED,PE,OS
 Barbara Leek..... PA/Specialists - Acad. Skills Ctrs.
 Maureen Sandford..... PA/Spec. - Programmatic, Tech & At-Large
 MaryAnne Ellinger..... PA/Specialists - Instructional Labs
 Christopher Gherardi..... Retiree/Guild
 Charles Grippi..... Retiree/Guild

PROFESSIONAL ASSISTANTS

Kathy Massimo..... Programmatic
 Steve Ortiz-Rios..... Technical Areas/Instructional Centers
 Deb Kiesel..... Instructional Labs

AMMERMAN CAMPUS

Vacant..... Music/Visual Arts
 Lisa Aymong..... Nursing/Health & Human Services/PE
 Darryl Butkos..... Biology/Physical Sciences
 Michael Bonanno..... Comm./Languages/Reading/Philosophy/
 Lauri Kahn..... Theater/TV, Radio, Film

Steve Clark..... Library/Central
 Kevin McNamara..... Accounting/Business Admin./
 Business Information Systems
 Adam Penna..... English
 Denise Haggerty..... Social Sciences/Criminal Justice
 Karen Pepe..... Counseling
 Bob Sardegna..... Engineering/Computer Science/
 Industrial Technology

EASTERN CAMPUS

Laurey Russo..... Library/Humanities/Social Sciences
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