

# Union **NEWS**

Monthly Newsletter of The Westchester Community College Federation of Teachers

October 2004

**October:  
Adjunct Faculty  
Month**

- What is the impact on higher education of the shifting balance to adjunct faculty?
- How can college campuses build one faculty, supporting all teaching, counseling and librarian faculty, full-time and adjunct?
- In a time of declining funding, where will schools find the resources to pay for equitable salary increases, health benefits and professional development?

## The Dialogue Begins....

*By Patricia Torres*

The dialogue begins on Wednesday, October 6 at the general membership meeting with speakers Cecilia McCall and Marcia Newfield from the Professional Staff Congress of the City University of New York. As leaders of the CUNY faculty union, Cecilia McCall, Vice President, and Marcia Newfield, Adjunct Representative, have worked hard to reach parity of pay and status between full time and adjunct faculty. They will talk about their experiences, good and bad, and what the PSC is doing now to create one faculty at CUNY.

Events of the month include:

- Thursday, October 14 from 4 to 6, Winnie Nelson of STRS will discuss benefits for Adjunct Faculty.
- The week of October 18, tables of literature along with cookies and coffee in each of the college buildings to introduce the WCCFT to adjunct faculty
- The week of October 25, visits to the extension sites to talk to adjunct faculty about issues of concern
- Wednesday, October 27, New Faculty Luncheon in the Instructional Dining Room from 12 to 2 to evaluate where we are and where we want to go



**Please join us in building One Faculty.**



## WCCFT Union NEWS

A Monthly Newsletter of

Local 2431 American Federation of Teachers (AFL-CIO)  
Affiliated with New York State United Teachers

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## Calendar of Events

### Monthly Meetings:

First Wednesday, 12:00, SC1102

Oct. 6, 2004

Adjunct Faculty Issues

Nov. 3, 2004

Building a Union Culture

Dec. 16, 2004

HOLIDAY PARTY

Feb. 2, 2005

Faculty Spring Luncheon

Mar. 2, 2005

Shared Governance

Apr. 6, 2005

Health and Safety

May 4, 2005

The Year in Review

### Special Luncheons:

Oct 27, 2004

New Faculty

Mar. 30, 2005

New Faculty

May 16, 2005

VOTE-COPE Luncheon for  
Board of Legislators

### Conferences:

Nov. 5-7, 2004

NYSUT Community College Conference

Apr. 15-17, 2005

AFT Higher Ed Conference



### President's Message

# Balancing Local Interests & Societal Needs

By Anne D'Orazio

For the past three years, the WCCFT has devoted October to issues concerning adjunct faculty. In preparing this year's schedule and looking for speakers, it seemed as if all the resources of the American Federation of Teachers and NYSUT were being dedicated to this extremely important presidential campaign. There is a reason for this. We are facing federal, state and local budgetary crises and an increasing disregard for the needs of education, especially higher education. The recent "Report Card" on higher education put together by the National Center for Public Policy and Higher Education gave failing grades to all but fourteen states in the area of affordability of education and found that overall, as a nation, we are making few gains in educating our citizens beyond K-12.

A symposium discussing the Report pointed to a tendency among colleges to concentrate on local institutional interests rather than the broader needs of society. The most stunning conclusion came from Anthony P. Carnevale of the Educational Testing Service who maintained that "higher education is, in fact, becoming a bottleneck to opportu-

nity in America."

The greatest juggling act of the 21<sup>st</sup> century will be to balance local interests and societal needs, to find immediate strategies to advance the working conditions of our union mem-

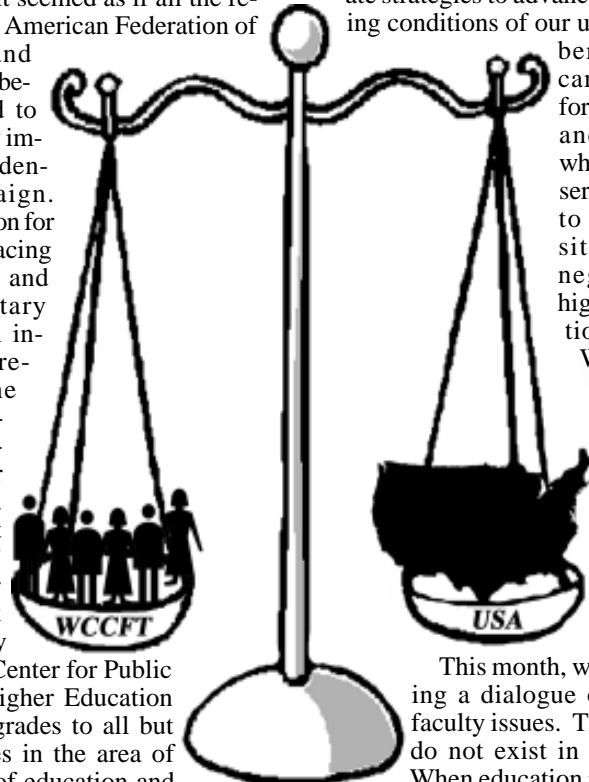
bers while campaigning for candidates and parties who will make serious efforts to turn this situation of neglect of higher education around.

We can do both, but it takes hard work to see the whole battlefield from the perspective of a foxhole.

This month, we are opening a dialogue on adjunct faculty issues. Those issues do not exist in a vacuum. When education is not a priority, when war spending takes precedence over financial aid to students, when a civilized nation can allow 45 million citizens to be without medical coverage, when income differentials reach obscene proportions, someone has to make up the difference. We must see all the connections, look at all options, be honest about our choices and demanding of what we know is right.

We are, after all, One Faculty, One Very Large Union, moving forward with a purpose and a direction.

*"It takes hard work to see the whole battlefield from the perspective of a foxhole."*



# Is There Full-Time Life After Part-Time Work?

## WCC Welcomes Old Friends As New Full-Time Faculty

By Thomasina Tucker

**W**estchester Community College sets a precedent this year by hiring 75% of its new full-time teaching staff from a core of existing adjunct faculty. In the past, the majority of the new hires came from “outside” searches. Turning to internal resources, a significant move, is an indication that the college is now recognizing the wealth of its part-timers who teach 60-70% of WCC’s core courses.

Many of our old friends have expressed their enthusiasm for the various perks



JoAnn Gala

that accompany full-time status: greater rapport with students, camaraderie with colleagues from different disciplines, availability to participate in college and faculty activities, their own office, and (of course) income stability with benefits. However, along with the full-time status comes a greater responsibility. Some former adjuncts are experiencing “growing pains” adjusting to the demands of being a full-timer. Several of their new adjustments include: an increase in course load, more student names to re-

member, and meeting the daily demands of wearing a “professional” wardrobe. Nevertheless, these new full-timers are confident that they will overcome every challenge. In addition, they are



Jeannine Epps

proud to be a part of such a stellar college community.

Several former adjunct-to-full-timers proudly brandished their “stretch marks” and delights as they responded to the following questions via e-mail:

- What are the greatest benefits or most positive aspects of going from adjunct to full-time?
- What is the most difficult aspect of going from adjunct to full-time?

“The most positive aspect of going to full-time status is having the opportunity to participate in activities — such as joining the Faculty Senate or teaching online courses — taught by full time only. I am looking forward to interacting with members of the faculty outside of my department as peers. I am also quite excited about the fact that I have an office on campus to do work or meet with

students outside of the class.

I have found the most difficult aspect of going from adjunct to full-time status to be the increase in paper work. There are a great deal more documentation requirements involved — such as portfolio for reappointment. Another difficult aspect is that a deserving fellow adjunct did not get the position.”

— **Jeannine Epps,**  
**Mathematics**

“There are several benefits. The students benefit because as a full-time faculty member you have a greater presence on campus. It is much easier for them to be in contact with you so that their questions are answered. Since I spent one year previously as an interim full-time



Pat Richards

faculty member, I know that it was easier to develop a greater rapport with students outside the classroom.

A personal benefit will be to take part more fully in the life of the college. It will be much easier to continue to be an active member of the committees I joined and enjoy them. The many and varied workshops offered by fellow faculty members are also a

bonus. I am looking forward to learning from my colleagues.”

— **Pat Richards,**  
**Marketing**

“From an extremely practical perspective, the good things about becoming a full-time faculty member after seven years of adjuncting at Westchester Community College is getting an office



Carol Passariello

of my own and the generous increases in pay with benefits.

Also, to whom much is given, much is required. The increase in responsibility and expectations is equally as generous as the pay with benefit — and I thought having an office would lighten my load. But, I still drag a rolling backpack filled with sixty pounds of chalk, books and handouts all over campus.”

— **Carol Passariello,**  
**Communications**

“The greatest benefit (most positive aspects) of going from adjunct to full-time is probably a little different for me than the “traditional” adjunct. In addition to being an

(See “Full-Time” Pg.4)

# Grievue of the Month: ESL

by Richard Rosell

Over the past three years, there has been an unending series of contract violations by the administration of the English as a Second Language Institute (ESL) and Continuing Education. Although the union has been successful in resolving these cases as they have arisen, the pattern of violations raises the question as to whether these violations are part of a strategy to undermine the rights of ESL adjunct faculty or simply the result of incompetence.

We hold the Administration responsible for allowing these violations to continue. It is the obligation of the Administration to police its agents and penalize those who repeatedly subvert the collective bargaining agreement to which it is signatory. We feel there is a constant effort within the ESL administration to undermine the letter and the spirit of the contract. In spite of clear contract language and long-standing practices, ESL administrators seem to

invent novel ways to deviate from these practices every semester. Here are a few examples:

- This summer a senior adjunct was denied rights on the priority list and was assigned the exact opposite of what he requested. The issue of senior adjunct rights has been brought to the administration's attention again and again.
- This semester a senior adjunct was told he was to be paid at the lowest credit-pay rate rather than the highest rate on the rationale that it was the "first" credit course he had taught.
- Names were taken off the adjunct faculty mailboxes and assigned numbers to prevent adjunct faculty from communicating with one another. Only the secretary could tell someone wishing to deliver mail what the number was.
- A senior adjunct was denied tuition reimbursement to which she was en-



titled.

- Faculty who had fulfilled the semester requirements to qualify for senior adjunct status were told they were not senior adjuncts.
- The courses in ESL were divided into sub categories with the intention of denying adjunct faculty the full range of choices they were entitled to choose from.

Space prevents us from listing others. The list continues.....

## Full-Time

(Cont. from Pg. 3)

adjunct, I was also a member of the staff of WCC for 24 years! I've been adjuncting for 12 years and working part time in the Payroll office for the last 10 years to better facilitate my growing family. Now that they are grown, I was fortunate enough to be offered this WONDERFUL position. Having had the benefit of working for just about every division on campus, I was happiest when working with students – either in the classroom or the Academic Support Center. When this opportunity came along, I knew that I would LOVE the chance to coordinate the Science Tutorial. It represents everything I love

about WCC and I am thrilled to have a chance to work at it full-time instead of trying to fit it in between everything else I do.

In my previous position, I worked 9-1:30 pm, Monday-Thursday and was off on Fridays – so I'll bet you can just GUESS what the most difficult aspect of going full-time is – trying to adjust to not having afternoons off!! I do miss the people I worked with for 10 years in the payroll office – we shared a wonderful camaraderie. But it's a short walk to the Admin Bldg. And of course, I do miss my afternoon nap. But other than that, it's ALL GOOD!

I am extremely happy that I have been able to work at WCC and also have the

ability to hold many different positions. While working here, I also went to school and completed two Associate's degrees (from WCC), a Bachelor's degree and a Master's degree and ultimately became a member of the Academic Support Center, which has been a dream of mine for many years. I was able to be home when my kids were small because I gave up my full-time position in the Scheduling Office for a part-time position in the Payroll Office. And of course, I met my husband here! WCC has been very good to me and I have always tried to return the favor. Thanks for asking!"

— JoAnn Gala,  
Science Tutorial Coordinator



### WCCFT

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