

"The PSC represents 17,000 faculty and staff at CUNY—among whom are 6,600 teaching adjuncts, 600 graduate teaching fellows, 850 continuing education teachers, and 560 non-teaching adjuncts. This brings the part-time workforce we represent to 8,610, or more than half of the total instructional staff at CUNY. In 1990, full-time faculty taught 54% of the courses in CUNY's community colleges, and taught almost two-thirds of the classes in senior institutions. By the end of the decade, these percentages had fallen to 44% and 51% respectively."

Steve London, PSC First Vice President

"Adjunct appointments went from 22% in 1970 to 32 percent in 1982, to 42% in 1993, to a current level of about 46% of all faculty nationwide. The issue of contingent work has finally gained so much attention because the numbers of contingent faculty are approaching a majority, a situation already existing in the community colleges where almost one half of all students are now enrolled in higher education."

Rich Moser, AAUP

What the Statistics Say

"NYU's own statistics state that there are 4,106 part-time faculty, nearly 2½ times more than full-time....Adjuncts are paid less than \$3,000 for a 14-week course and most are limited to no more than two courses per semester. NYU's operating budget is approximately \$1.6 billion and their endowment was valued at over \$1.1 billion as of August, 2000. NYU is a direct recipient of millions of dollars of State funds ranging from Bundy Aid to direct grants for many of its programs."

Julie Kushner, Sub-Regional Director, UAW Region 9A

"On average I have 150 students per academic year. I can fairly say that I help generate \$225,000 per academic year for the institution of which I, the professor, receive less than 10% without any medical, disability, and retirement benefits. The instructional budget for the University yields 75% of monies allotted to those doing 30% of the teaching load, and inversely, 25% of the budget given to those doing three-quarters of the teaching."

Michael Pelias, Philosophy, LIU

"Currently both CUNY and SUNY systems operate well below the ideal ratio of full-timers to part-timers—CUNY is at 51% to 49%, while SUNY is at 62.3% to 37%....NYPIRG sees the solution to this problem in two parts: increased funding for full-time faculty lines, and increased benefits for and [better] treatment of adjunct faculty."

Charlene Piper, New York Public Interest Research Group (NYPIRG)/Brooklyn College

"Between 1988 and 1998, the operating budgets of New York's public universities dropped 30% while spending on New York's prisons increased 76%. New York spends just three percent of its tax revenue on higher education, by far the lowest percentage of any state...and more of that on technology initiatives designed to enhance the corporate bottom line. The primacy of the market rewards the excellence of twenty-five-year-old shortstops with tens or even hundreds of millions of dollars, but punishes excellent college instructors with subsistence well below the poverty line."

Ali Shehzad Zaidi, Modern Languages, Bronx CC

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"One dubious 'plus' of being an adjunct is that my children have been eligible for all the government programs for the neediest students. They qualified for city day care. In public school, they qualified for free lunch. My younger son, like his brother before him (who attended a SUNY school), now gets federal Educational Opportunity and Pell grants, and he also gets the maximum New York State TAP grant plus [need-based] scholarships from his college....Wouldn't it make better sense if my employers simply paid me for my work?"

Wendy Scribner, English, NYC Tech and Pace

"We are not paid a yearly salary. We are only paid for 30 weeks of work. We need unemployment insurance. We are not being greedy. We are just asking for unemployment insurance and the salary that a professional teacher deserves....My medical benefits have always only been for a single person. An adjunct cannot have a family and get full medical coverage. We cannot accrue sick days. Who ever heard of not accruing sick days?"

Susan DiRaimo, ESL, City College/Lehman

What the Adjuncts Say

"My daughter is a scholarship student at Pomona College in California. Pomona has old Spanish fountains and courtyards, a gorgeous new campus center, barbecue grills, rose gardens, afternoon teas, dorm rooms with balconies. Also: a student-teacher ratio of nine to one. I think of Pomona when my student arrives frazzled a minute late for class because work went late and the elevator snake line is so long. I thought of Pomona the day water leaked from a pipe onto my students' heads in the 23rd Street building. . . But Baruch has a nobler mission than Pomona; indeed, than any of our privileged, ivy-covered campuses. Baruch is educating our best and brightest, and our poorest: very smart, ambitious, hard-working immigrants, or first-generation youth, or children of the working poor....Many are alone in New York. They work long hours for low wages, commute on crowded subways, live in poverty. Shouldn't they attend reasonably-sized classes with teachers who are rested and refreshed, not strung out running off to the next job?"

Kathleen Lawrence, Adjunct Lecturer, English, Baruch

"New York City is the musical capital of the world and the financial capital of the world. It should also be the educational capital of the world, but it is not. I hear all the talk about the poor educational performance of today's students, but our governmental leaders should realize that students are looking at how those of us who have already mastered the educational process are being treated today, and many, as a result, have decided that education for the sake of knowledge is not the way to go. I think there is more at stake here than just my future, but the future of the young people of New York City."

Wilson Moorman, Music, BMCC/LaGuardia

"I've been an adjunct for over 15 years. This semester I am teaching seven courses at two colleges in order to earn a decent living. When I received my Ph.D in 1992, I felt positive about finding full-time employment. Now I worry about getting sick, about classes being canceled because of budget cutbacks, about running out of the energy I need to put in the hours that my heavy teaching schedule mandates."

Glenda Frank, English, City College