

# VANGUARD

Official Newsletter of the Adjunct Faculty Association at Nassau Community College  
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# From the President's Desk



Stefan Krompier

On behalf of our officers, Executive Board, and Representative Assembly, I wish you and your family a happy and prosperous new year.

It is my great pleasure to once again report that our member adjuncts continue to make positive contributions to the education of our students. These contributions go beyond what we do in our classrooms, library, offices, help centers, etc. Our presence in leadership roles and as members of collegewide and departmental committees enables us to work collegially and professionally for the greater good of our college community. This year's AFA Holiday Party, attended by over 350 adjuncts and guests, was a glowing example of that collegiality and camaraderie as evidenced by the pictures in this issue of the *Vanguard*.

Please know that I, your officer team, Executive Board, and Department Representatives continue to serve your best interests and protect your rights at every turn. Unfortunately, over this past year, we have had to accompany/represent more members than ever before at hearings that have proven baseless. Thus, no consequences were put upon our members. Efforts by non-members asking for our representation in such matters are neither required by law nor considered by us. As non-members, they must go it alone at these hearings or pay for private representation out of their own pockets.

On December 16, 2019, our MOA with the college and the county was ratified by the Nassau County Legislature; therefore, it can now be termed a "contract". Negotiations between the AFA and the NCC ended on January 14, 2019. It took 11 months and 2 days of hard work behind the scenes to bring the agreed upon MOA to the status of an executed contract. The contract is retroactive to September 1, 2018 and runs through September 30, 2022. The college is currently working with the county to get the negotiated raises included into your paycheck - 2.5% for the 2018/2019 college year and 2.5% for the 2019/2020 college year. In addition to the aforementioned raises, you will receive retroactive pay going back to September 1, 2018, through the time that the aforementioned raises appear in your paychecks.

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## From the President's Desk

There are many challenges that will face us in the year ahead. As the number of Nassau County high school graduates continues to decline, so has NCC's enrollment. Comparing January 12, 2020 and January 13, 2019, current enrollment for the Spring 2020 is down by 7.85% in terms of number of heads. In terms of credits, the loss is 8.72%. Working with the administration and others, we have and will continue to take an active role to bring more students through our doors.

Once again, we will partner with the NCCFT with an assist from the CSEA to support NCC's food pantry, The NEST. Our Comedy Fundraiser will be held at Governors Comedy Club in Levittown on April 23rd. Please save the date. 100% of the \$20 tax deductible ticket price will go to The NEST. Because of your support and the support of our full-time faculty, to date, over \$10,000 has been raised to benefit our students who rely on the food provided to them by The NEST.

As a new year begins, so does the promise for our great union to reach even greater heights. It was together that we have made great strides and overcome obstacles. Continuing that same formula that has not failed us. I look forward to celebrating our continued success. Together, there is nothing we cannot accomplish.

Stefan Krompfer  
President  
Adjunct Faculty Association

## Member Recruitment

**The AFA wants you!** Please consider joining with 1,767 colleagues in becoming an AFA member by visiting our website at: <http://www.myafaonline.org/#!/membership-application/o4b1h>



## Message from the Vice-President



Scott Stark

### Welcome to the Spring 2020 semester!

As always, it is an honor to be your Vice President and I thank you for the opportunity of another term of service. At the beginning of each semester I ask our members to know our contract and make us aware of any issues. The Nassau County Legislature has approved our new contract. This means we will be operating under the new terms. The grievance procedure for assignments has changed. Although we are no longer constrained by just 48 hours to file grievances, we do not have unlimited amounts of time. If you think you were deserving of an assignment, and you have not received one, or if you believe you were deserving of more hours or classes, the AFA will investigate the situation. You must make us aware of the situation, though. You can do this by sending an email to your department representative, myself, or Garry Ouellette. If the college did not adhere to our contract, then we will file a grievance.

The unfortunate reality of enrollment this semester is that it is down, once again. Due to that fact, there are not as many assignments as in previous semesters. The preliminary enrollment numbers that I heard are the worst in my tenure at Nassau Community College. There are less than half the number of students enrolled than when I first began. For this reason, please contact your DR before you jump to the conclusion that there is a breach of the seniority clause of our contract.

I wish you all a great semester. As always, if there is anything I can do to assist you, please do not hesitate to contact me at [scottstark27@gmail.com](mailto:scottstark27@gmail.com) or to call me at 516-859-0250.

## The Inside Scoop

I would like to seize this opportunity to extend to each of you a very happy new year, one that is filled with good health, happiness and prosperity.

In the last issue of the *Vanguard*, I shared with you an audio clip of the AFA train story that I have told on a number of occasions. It captures our philosophy of the importance of our members and the extent that we will go to assist those in need. I was inspired to revisit that story after receiving a powerful email from one of our members, Israel González. Israel agreed to allow me to share his email in this issue of the *Vanguard*. I gladly share it with you now:

*“On Saturday, 10/5/2019, I attended my second AFA meeting and the first under this NEW AFA administration. I must say, from the mess I first witnessed to this last meeting, I couldn’t help to think what a great union we now have.*

*It was wonderful to be greeted with an air and spirit of collegiality. I was helped at the door by friendly people who, this time, ACTUALLY had my name on a list and checked it off. They were genuinely glad I came to the*

*meeting. Then, as I entered the meeting room, I and all of us who attended, were met with a great and plentiful table of refreshments. During the meeting, I learned that those provisions were the handy work of our AFA secretary, Rosemarie Tavitian. When acknowledged for her effort by our President, Stefan Krompfer, I and those gathered joined in applause to acknowledge her efforts.*

*An extensive discussion then ensued that included union information, financial data, current challenges and courses of action as well as concerns and comments from members. Then, Richard Erben uniquely told the NEW AFA history as the story of the AFA train coming into the train station platform. He is absolutely right when he said that there is a seat on the train with everyone’s name on it. I certainly found mine, even though this relationship started with a ruckus “yelling” in writing to Richard Erben, echoed to Ste-*



Richard D. Erben

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# The Inside Scoop

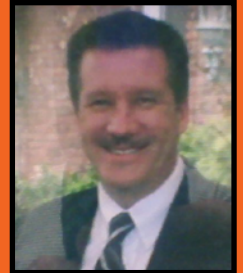
*fan Krompfer. I was unfairly holding them accountable and giving them a piece of my mind for decades of this college and the AFA union's lack of action to mitigate and rectify issues for me. Instead of simply shrugging it off and realizing the obvious... "That this happened under the last AFA Union administration..." I chose to hold the NEW AFA accountable.*

*The new leadership met with me numerous times, even though they were hard at work to earn us a wonderful raise. Believe me, they worked hard, smartly, diligently, and got it DONE. It's now at the county and should be a reality soon. They even apologized for the previous AFA's shortcomings. They then went on to explain what they were doing to make things right going forwards.*

*I felt the need to share my story of my journey into membership. This needs to be said and this needs to be recognized and because I am thankful about it, I am recognizing it here. I am happy that Richard Erben shared his "train story" in the last issue of the Vanguard. I am happy because there are still a few individuals standing on that plat-*

*form who have yet to enter the train and find the seat with their name on it. I'm glad that I did.*

**Israel González**  
Non-Classroom Adjunct Faculty  
Technical Assistant III  
MAT/CSC/ITE Dept.  
Nassau Community College



Richard D. Erben

**Become an AFA member at: <https://www.myafaonline.org/membershipagreement>**

**Richard D. Erben**  
Chief Information Officer  
Adjunct Faculty Association



## Adjunct Spotlight

## Laurie Gorman



By Ruth Silverman

This month's Spotlight features Professor Laurie Gorman, who teaches in the Health, Physical Education and Recreation department and who will start teaching Anatomy and Physiology in the Allied Health department starting this semester. She began her teaching career here in January 2017. Professor Gorman is an example of how Nassau Community College can prepare one for a teaching career at Nassau Community College. She has a passion for exercise and teaching.

Professor Gorman received her A.A. degree at Nassau and her B.A. at Adelphi University in Exer-

cise Science. She has gone on to receive two master's degrees. Her first master's degree was obtained from Adelphi University in Exercise Physiology. Her second master's degree is in Human Anatomy and Physiology Instruction, which she earned from New York Chiropractic College. She is presently working on her doctorate, which she hopes to receive in 2022. She serves on the Executive Committee of the Women's Faculty Association and has a home training business. Professor Gorman is an example how starting at Nassau Community College can take you near and far.

Professor Gorman successfully developed a COIL enhanced module between Nassau Community College and Durban University of Technology in South Africa, in addition to Venezuela. COIL stands for Collaborative Online International Learning and is part of NCC's Office of Distance Education. COIL is an international approach to applied learning. SUNY COIL and NCC's Office of Distance Education provide training and support to faculty to support them while planning and implementing the COIL experi-

ence. Professor Gorman completed the Online COIL Academy course, which provided over 36 hours of professional development, between October 22 and December 9, 2018. Her NCC students, along with students from South Africa

and Venezuela, collaborated to complete a project by merging two different disciplines. During the COIL

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*Professor Gorman successfully developed a COIL enhanced module between Nassau Community College and Durban University of Technology in South Africa*

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## Adjunct Spotlight

## Laurie Gorman

collaboration with South Africa, physical education students from NCC along with business students from South Africa developed a fitness program suitable for college age students. The collaborative experience with Venezuela involved comparing the diets of both countries based on recommended daily allowances and suggestions on how to improve dietary intake with the goal of living a healthier lifestyle. Students stated that they found the international experience beneficial and enjoyed learning about different cultures.

What are the benefits that COIL brings to our students? It provides for participation in a meaningful international educational experience as well as a global and cultural awareness. Participation provides insight into how others perceive us and why, as well as an intro-



SUNY COIL Collaboration  
with Venezuela in Cuernavaca,  
Mexico last Spring

duction to digital learning and technologies. Students and faculty who participate receive a digital badge from the NCC Office of Distance Education after completion of the international learning experience. This can be added to one's resume. Professor Gorman will be happy to share her experience with anyone who is interested in and excited by this program.

Professor Gorman illustrates the high quality of the adjunct faculty at Nassau and the education and instruction that we bring to our students.

## AFA Meeting Dates

**Executive Board Meetings:** 2/29, 6/6, 7/11 **Location:** T Building, 520, Time: 8:30AM

**Representative Assembly Meetings/Executive Board Meetings:** 1/25, 3/21, 4/4, 5/9, 8/29 **Location:** Greenvale Townhouse Diner, Time: 8:30AM

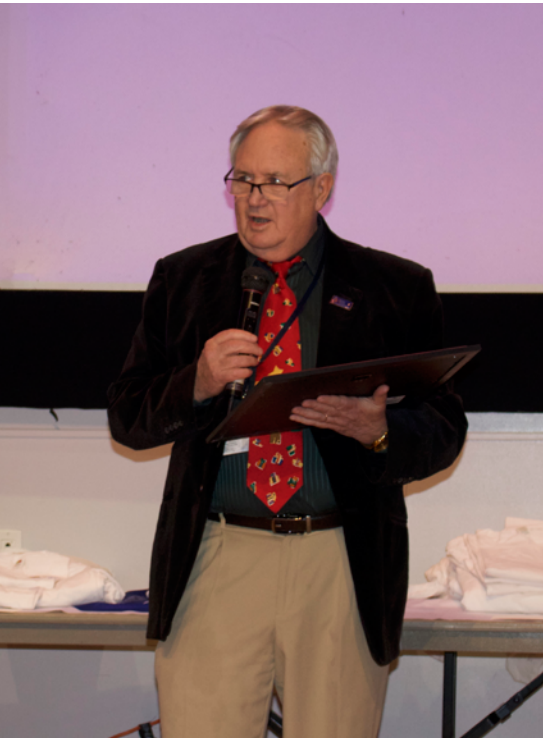
**General Meeting/New AFA Member Orientation:**  
4/18 **Location:** CCB 252/253 Time: 8:30 AM



# AFA HOLIDAY PARTY 2019























# AFA Election Results

## Executive Board PLURALITY – 7 VACANCIES

<b>Ethel Weeks</b>	<b>251 votes (12.6%)</b>
Williams Lyons	128 votes (6.4%)
<b>Garry Oullette</b>	<b>287 votes (14.5%)</b>
<b>Richard Beck</b>	<b>160 votes (8.1%)</b>
Joseph Gray	142 votes (7.2%)
<b>Ken Bellafore</b>	<b>266 votes (13.4%)</b>
<b>Robert Femminella</b>	<b>206 votes (10.4%)</b>
<b>Chris Enright</b>	<b>222 votes (11.2%)</b>
<b>Paul Guadagnino</b>	<b>191 votes (9.6%)</b>
Ruth Silverman	133 votes (6.7%)

**Garry Oullette, Ken Bellafore, Ethel Weeks, Chris Enright, Robert Femminella, Paul Guadagnino, and Richard Beck win with 14.5%, 13.4%, 12.6%, 11.2%, 10.4%, 9.6%, and 8.1% of the vote each.**

1986 votes tallied from 486 ballots

# AFA Grant Report

## AFA Grant Supported Conference Report

On Friday, November 15, 2019, supported by a grant from the Adjunct Faculty Association, I attended the NYS TESOL 49th Annual Conference “Strategies for Success: Supporting ELL/MLL in All Learning Environments” at the Crowne Plaza in White Plains.

The conference provided researched, functional perspectives of the community college going beyond the interests of the narrow group of English Language and Multi-Lingual Learner instructors to take a look at ourselves among the broader group of

college and university educators. For me, highlights of the conference in this regard were research presentations by professors Maria Kasparova of Bergen Community College and Randi Reppen of Northern Arizona University.

Kasparova’s research based on qualitative collective data examined the use of HIPs (High Impact Practices) in three New Jersey community college EAP programs (English for Academic Purposes-

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## AFA Grant Report

-like NCC's LINCC program). Her "Best Practices in Community College ESL Programs" presentation far exceeded my anticipation of classroom teaching tips. In fact, Dr. Kasparova didn't present any advice for classroom teaching at all. Rather, she presented convincing statistical research regarding CALP, that is, community college academic language proficiency. CALP takes some five to seven years to attain, according to Kasparova and other researchers.

Kasparova drew two conclusions of particular concern to me as an NCC English Department composition instructor of English Language Learners already embarked on their college learning with native-speaking peers. Kasparova addressed, among other concerns, "time to completion" and "student readiness," concluding the "push toward completion [of community college academic language preparation] is unfair," and there's not enough time in ESL to develop academic proficiency. She raised the issue of skills integration, inconclusively questioning whether teaching grammar with writing really works.

Informed by administrators, faculty, and students, Maria Kasparova's survey-based research sought to determine the place of ESL in community college academic programs. Concerned with the lack of shared standards, to remedy this problem, Dr. Kasparova had a number of suggestions, among them establishing shared standards, identifying academic language proficiency in EAPs, creating a "bridge" to college level learning, and creating an affinity group. Prof. Kasparova basically found that every community college is "doing what is good for them," and she relayed that there was general agreement on the need for a common standard for exiting from English academic programs.

Reflecting on this session and the big push towards "accelerated learning" in recent years, I've

found Kasparova's research to be a balance tipping the scales in favor of fairness regarding the community college academic language proficiency of ELLs and MLLs. It stands to reason that accelerated learning, specifically, accelerated learning for ELLs whose native language isn't English, may not be the quick fix our community college needs to extricate this group of students from the "remedial" front presently under attack in higher education. To set this segment of ELLs on its way in academia and on to four-year colleges and into the professions, perhaps we should be, as Dr. Kasparova suggests, creating more of a "bridge" to college learning rather than engaging in a practice that may be undermining learning. While there are a rare few ELLs each semester who have already developed an academic voice and are "at home", so to speak, in academia, the vast majority are as unfamiliar with their new world of learning and its rules as they may be with their new world of living and its laws. Essentials like teaching how to recognize and avoid plagiarism are not to be left out of or hurried along the curricula experienced by English Language Learners.

Returning to the NYS TESOL event, with so many enticing concurrent sessions, it was hard to decide which ones to squeeze into my one-day attendance at the three-day conference. I opted for the Plenary speakers, both at the Plenary, over lunch, and at a later session. Prof. Randi Reppen had the Plenary floor, maintaining audience attention while we munched with her very impressive corpus of data and analysis. Conference organizers made the right choice with Reppen. Without such a large data base as Rep-

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## AFA Grant Report

pen has laboriously assembled, I think there wouldn't have been the undivided attention she earned from conference-goers coming from session after session, ready to relax over lunch. Instead, we found in very digestible Power Point form--along with the tasty sandwiches and other lunch fare-- her study of Register, a technical term from the field of Sociolinguistics referring to the varieties of any given language a communicatively competent interlocutor navigates proficiently, e.g. conversational English, workplace English, academic English. Use of the verb "make," as in "make a living" or "make" something concrete is more easily acquired in conversation than "make a decision" or "make a recommendation" is in academia, she pointed out.

Reppen's research-based thrust and that of other presenters at the conference was that academic English is teachable and learnable. Studies on eye movement, Reppen stated, show certain phrases, for instance, "as a result," "in the case of," "the nature of," "a part of the," "on the basis of," "the size of the" and "an increase in the" are processed as chunks, as what Reppen calls "lexical bundles" and others vaguely and less technically "collocations" or "multi-word phrases." Prof. Reppen suggested teaching lexical bundles by acknowledging their discourse functions. In other words, some bundles, she said--like "in the case of" and "on the other hand," are discourse organizers and can be taught as "signposts in writing" while other bundles function differently and can be taught accordingly. Prof. Reppen analyzed her lexical bundle data for consistency with respect to discipline. Examining various disciplines, e.g. Architecture, Digital Arts, Hospitality and Film, she found nine bundles occurred with frequency in all the disciplines under examination. They are 1) "one of the most," 2) "can be used to," 3) "as well as the," 4) "on the other

hand," 5) "the end of the" and four others.

All in all, the Lunch Plenary and Randi Reppen's "Vocabulary and Grammar Working Together: Strategies for Success" provided useful strategizing for teaching academic English to our community college ELLs, many of whom are first-time college-goers unfamiliar with academic English, that is, teaching lexical bundles. Reppen specified several practical tips for teaching and learning bundles. Practicing academic English in a "safe environment" promotes its acquisition and learning by ELLS unpracticed in this register essential to their success in higher education and beyond.

In this Plenary session and a featured session titled "Helping Students Build Their Academic Voices: A Focus on Writing," Randi and colleague Jeanne Lambert of the New School shared additional strategies for raising "register awareness." Their session also convincingly promoted a new text I am considering for adoption. Cambridge University Press graciously provided me an examination copy, compliments of Regina Snyder.

Snyder's presentation "Critical Thinking and Collaboration in the College ESL Classroom," like other sessions, emphasized critical thinking as a key skill for college success and offered time and space for thinking critically in applied learning groups. I experienced the learner end of this type of small group work I find my students very responsive to as I worked with my group members to prioritize issues/challenges of critical thinking. This activity involved LOTS and HOTS, both lower and higher order thinking skills, and was a welcomed respite within the mostly HOTS

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## AFA Grant Report

learning of the rest of the day. A handout showed the change in learning objectives taxonomy spanning the years 1956-2001, a hierarchical change with reference to Bloom's taxonomy and a new taxonomy (Anderson & Krathwohl) "aimed to reflect a more active form of thinking." To process this information visually, the handout depicted one pyramid of goals at the top of which is the noun "Evaluation," in Bloom's taxonomy, contrasted with another pyramid topped by the verb "Create" of the new taxonomy. These images may help us understand the phenomenon of our students' preference for their smart phones--for applying, analyzing, evaluating and creating in terms of the new classification-- for themselves and on their digital own. Snyder's session exploited the preference for meeting learning objectives in new ways by having participants experience them.

The late afternoon Poster Session was an additional opportunity to explore such topics as multi-modal learning, multi-sensory activities, culturally-based learning styles and gender bias in less verbal and, for some, more memorable format. This session, like the traditional ones, was all around professional as could be. What impressed me the most about this one-day of conference going was the professionalism apparent in its every aspect, which should prove enabling. And did.

As I'd have to take up way too much of the Vanguard's space to fill readers in on the details of other informative and practical sessions I attended, I'll let the interested just briefly in on a unique happening: Parsons School of Design and the New School's collaborative effort to implement an innovative faculty development initiative to train higher education instructors in a certificate program that "promotes best practices in TESOL [Teaching English to Speakers of Other Languages] pedagogy for discipline-specific in-

struction for all." Some college instructors know their field very well but want to improve their delivery of instruction. Some have expertise and teach effectively but may not have the desired degree. Higher Ed content faculty are being trained and becoming certified, to the high standard of TESOL pedagogy and its practitioners. Something as fundamental as, in plain English, teaching shouldn't be glossed over when our goal is to teach in ways that result in learning. Maybe it's high time we all sought some funding from the AFA and attended a conference or two.

The Friday sessions culminated in the President's Annual Dinner, an opportunity to network in professional context--and to have a damn good time dancing once again, an old square like me, to the mostly Latin beat and a bit of partnered disco bringing me back to the joyful times of grad school days.

Respectfully submitted,  
Victoria Sferlazza  
Adjunct Professor  
English MA, Applied Linguistics



## Editorial: Happy New Year!

I want to congratulate the AFA leadership for the successful negotiation and enactment of our new four-year contract! I especially want to recognize our President, Stefan Kromprier, for his hard-fought efforts in reaching out to the various Nassau County constituencies in his drive to get our contract passed. I was able to watch Stef's speech at the Nassau County Legislature on the day of the vote, and, as he always does, Stef highlighted the collective brilliance of the adjuncts at NCC.

As our union's election cycle has come to a close, I also want to extend a warm welcome to our new and returning Officers, Executive Board Members, and Department Representatives who are starting their three-year terms.

It's a privilege and an honor to be serving as Editor of the *Vanguard* for the start of its forty-ninth volume!

Happy New Year!



Paul Guadagnino

Paul Guadagnino  
Editor





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