

MCCC News



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MTA Summer Conference



MTA consultants conducted a two-day organizing workshop for higher ed. members at the MTA Summer Conference. Front row (from left) DeAnna Putnam, MCCC Secretary; Limari Rivera, BHCC; and Meghan Callaghan BHCC. Back row Ted Lewis, MTA Consultant; Diana Yohe, MCCC President; Meghan Koslowski, MtWCC; Michelle Rojas Surin, BHCC; Chris Hoeth, BrCC; and Robert Vodicka, MTA Higher Ed. Director.

(Photo by Don Williams)

DCE Bargaining Team Named

The MCCC Board of Directors approved six members to the DCE Collective Bargaining Team.

Linda Grochowalski, QCC
Sandra Howland, NSCC
Nina Keery, MBCC
Patrick Lochelt NECC
John McColgan, RCC
DeAnna Putnam, BHCC
President Diana Yohe,
Ex Officio
Vice President Jeff
Seideman, *Ex Officio*

The team is conducting a survey of all DCE members to determine priorities. Watch for email notification directing you to the link for the on line survey. ■

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Charter Schools - Bad for Higher Ed.

You've probably seen the ads about Question 2, the ballot initiative to lift the cap on charter schools. If you haven't yet seen them, you certainly will soon, as this promises to be one of the most expensive ballot campaigns in state history.

It is speculated that about \$18 million will be expended by both sides on this question alone, nearly matching the \$20 million total spent by outside entities on the entire 2014 election. According to Politico, one group, "Public Charter Schools for MA" has already reserved \$6.5 million in TV ads on six Boston stations for the seven weeks before election day.

The Boston media market is large and expensive, incorporating other New England states as well. Ads for candidates in New Hampshire are already appearing, and other candidate-directed ads will certainly appear. Plus other ballot initiatives will be in the mix. Politico quoted Democratic strategist Scott Ferson saying, "This is going to be what I think is the most expensive four weeks of TV advertising in the history of the world."

The proponents of the measure are a coalition of well-financed local and national people and organizations. Wall Street hedge fund managers are significant donors to pro-charter groups with misleading names like "Families for

Excellent Schools" and "Great Schools for Massachusetts."

The Commonwealth is where public education got its start in America, and we have the highest performing public schools in the country. Why are they targeting Massachusetts? Some people suspect that, given the state's history, if the proponents of Question 2 can get their way in this state, it will give them momentum to expand charters nation-wide.

Why are investors so interested in charter schools? Supporting public schools has never seemed to be a priority of those types. But, nationally, public K-12 education is a \$500 billion enterprise, and some people speculate that investors would like to get their hands on that money.

In some places charter schools are managed by for-profit companies. While that may not be the case here, private companies often are contracted to provide a variety of educational services. Massachusetts Secretary of Education James Peyser has been involved with the NewSchools Venture Fund, a fund that invests in charter school companies—fact that has raised eyebrows in the education community.

Massachusetts charter schools are publicly funded by the community sending its per student cost with a student

that attends a charter school. The state reimburses the sending community for the first two years, but then that support ends. School committees have no control over the charter schools they fund through these per-student reimbursements.

Most significantly to the MTA is that charters are exempt from union rules, even though the communities that fund them have unionized teachers. Charter faculty have long days with multiple demands, resulting in high turnover rates. Many proponents of charter schools are strongly anti-union, and unions suspect that that is the real reason for many donors' support.

Charters have had a mixed bag of performance. But their successes can be partly explained by the fact that it is involved parents who push to get their children into charters, and their children were already more engaged. But along with that, charters are accused of putting up barriers to special needs students. And they push out disruptive students through high-suspension rates, which also raises their performance statistics.

It is hard to know who is funding some of the Vote Yes organizations

Continued on page 4



2016-2017 MCCC Board of Directors

The MCCC Board of Directors is the body that approves all major decisions and actions of the union. It is comprised of representatives, elected by the members of each of the 15 community colleges, plus two members elected at large by part-time staff and adjunct faculty to represent their issues. The four elected officers are also members. The at-large directors serve one-year terms, and the chapter representatives serve one- or two-year terms depending on the individual chapter bylaws. The Board of Directors meets monthly except for December, May, and July.

The Executive Committee deliberates issues and makes recommendations for actions to the Board of Directors. It is made up of the four elected MCCC officers– President, Vice President, Treasurer and Secretary– along with three directors who are elected by their fellow Board members. This year’s members are Claudine Barnes, CCCC; Rosemarie Freeland, GCC; and Candace Shivers, MtWCC. The executive Committee also meets monthly except for July. ■



Berkshire
Frank Schickor, teaches Biology



Bristol
Mary Rapien,
teaches Biology



Bunker Hill
Sara Satham,
Academic Counselor



Cape Cod
Executive Committee
Claudine Barnes, teaches History



Greenfield
Executive Committee
Rosemarie Freeland, coordinates
Women’s Resource Center



Holyoke
Aaron Levin,
teaches Mathematics



Massasoit
Tom Kearns, teaches Diesel and
Marine Mechanics



Mass Bay
Robert Tarutis,
teaches Philosophy



Middlesex
Carlos Brocatto,
teaches Philosophy



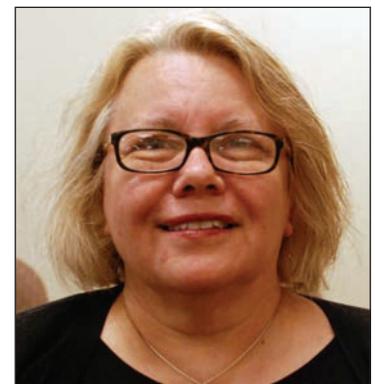
Mount Wachusett
Executive Committee
Candace Shivers, teaches Sociology



North Shore
David Houle,
coordinates Instructional Media



Northern Essex
Suzanne Van Wert-Branscomb,
teaches English



Part-time/Adjunct At-large
Linda Grochowalski, teaches
English at Quinsigamond



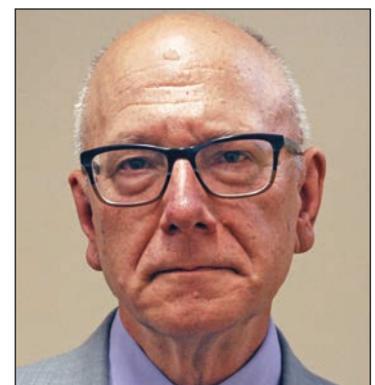
Part-time/Adjunct At-large
Carol Gray,
tutors at Holyoke



Quinsigamond
Susan McPherson,
teaches English



Roxbury
Ruth Kiefson,
teaches English



Springfield Tech
Nicholas Camerota,
teaches Philosophy

A NEW DIRECTION

When the ballots were counted on March 25, new leadership was brought to the MCCC in three contested races for President, Vice President, and Secretary. The new leadership officially took office on June 1.

My election as President and the election of two adjuncts to the VP and Secretary position surprised many people in the MCCC. I wasn't an officer, I was supported by only a handful of board members, and I was calling for a dramatic shift in how we think about our union and how we operate. And, certainly, the election of two adjuncts to the highest levels of office was historic.

We won because a substantial majority of the MCCC membership wants to move in a new direction, based on a different vision of what our union is and can be. This column – my first as MCCC president – is a chance to briefly sketch that shared vision.

The vision's core is the creation of a member-driven union. Individually, in isolation, few if any of us have the power to stand up to our college presidents, the legislature, and the governor. But working together, in solidarity, in *union*, we have impressive power – and we have the potential for much greater power—to change the direction of public education.

Solidarity means overcoming divisions, whether based on gender, on race, on sexual orientation, or on employment status. We cannot have members, on the basis of their race, told to use the back door – as happened to two of our members attending the National Education Association annual meeting in Washington D.C. We cannot accept women being paid less than men for doing the same job. We cannot accept adjuncts being paid less for doing equal instructional work. We cannot have members' jobs at risk because of who they love, or because the gender they live today is different from the gender they were assigned at birth.

If those things happen and we don't fight back, we are accepting an injustice – and most of us entered this profession at least in part because we wanted to help build a better world. Our silence in the face of discrimination destroys our solidarity and ability to develop our collective power. A longstanding union principle is that *"An injury to one is an injury to all."*

In the MCCC, one of the most important forms of injustice we must fight and one of the most important forms of solidarity we must build concerns the gap between full-time and adjunct faculty. A union principle is equal pay for equal work. All other things being equal, an adjunct who is teach-

ing one or more courses per semester should be paid the same *per course* as someone teaching full-time. Nor can there be any doubt that our goal is to have equal respect and recognition for all our faculty, whether they are white or black, male or female, full-time or adjunct.

Improved pay for adjuncts is in the interest of *all* our faculty, full-time as well as contingent. If adjuncts are paid half as much per course as full-time faculty, employers will constantly be seeking to replace full-timers with adjuncts as a cost-saving measure.

Our colleges are moving toward a "business model" where students are customers and the bottom line is profit. We must fight to uphold the "education model" where students are

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learners and the goal of education is to develop citizenship, to provide equal opportunity for advancing individual educational goals, and to create optimal working and learning conditions that are the basis for success in changing lives—one "learner" at a time.

As your President, I will work hard, but that does not mean that I will do things *for* you. My vision, the platform on which you elected me, is of a member-led union, where YOU feel empowered to take collective action through the union, learn how to do so, and receive support and solidarity when you step up and take the lead. My goal is to visit every campus and meet with any member who wants to talk about why we got into teaching or higher education work in the first place,

our vision of the kind of colleges (and world) we'd like to create, the forces that oppose us, where we can get the power we need to move forward, and how we can collectively work together to bring our vision closer to reality.

We need to build solidarity and leadership within each chapter, to make the union a place to go to share ideas, to seek support, to develop bonds and friendships. Some of our struggles can be won by a single chapter working on a single campus, but more often it will require building a wider solidarity across the entire MCCC. Often it will mean building solidarity with our Massachusetts Teachers Association (MTA) colleagues, whether those colleagues work in higher education, are K-12 teachers, paraprofessionals

or clerical workers. It will also mean building coalitions with other labor unions, with social justice groups, with students, parents, legislators, and our communities, with people who share our wish to create a better world and who are willing to support one another in our collective and individual challenges.

Two immediate challenges that will require solidarity and collective action are: (1) **#Respect4MCCC** in the passage of H. 4517 that provides funds our day contract and in the negotiation of a new contract for our DCE/adjunct members. Considering what took place in day contract bargaining, we may well be facing an employer who is determined to give as little as possible and who is likely to have a set of



Diana Yohe, MCCC President

demands that do not support an "education model" of teaching and learning. (2) **#NoOn2** campaign to keep the cap on charter schools and stop the drain of resources from our already underfunded K-12 district schools. Ballot question 2, if passed, would open the floodgates to privatizing public education at the K-12 level through an expansion of charter schools and higher education will be next.

MCCC is a union of 7,000 members. Each of us will have different views on many important issues whether it is about the political battle around lifting the cap on charter schools or who to elect as the next President of the United States. Over the years, I have come to learn that our engagement in the political process is a necessity if we are to have a future that works for the majority and not a few. ■



Holyoke Director Aaron Levin and MTA Vice President Erik Chanpy hammed it up for the camera at the MTA Summer Conference "Bash" on the last night of the conference. (Photo by Don Williams)



Usually noticeable in signature Hawaiian shirts, Ken Takvorian from Mt Wachusett Community College sported new African garb as he enjoyed a game of giant Jenga with friends at the MTA Summer Conference's Higher Ed. cocktail reception. (Photo by Don Williams)

Know Your Day Contract

October 2016

- Oct. 1** Tenure eligibility list distributed (p. 39/44)
- Oct. 1** Sick leave bank open (p. 19/21)
- Oct. 2** Furnish employer with dues to be deducted per employee (p. 16/17)
- Oct. 6** Supervisor shall return Course Materials to faculty members by end of fifth week of semester. Members have 14 calendar days to respond to supervisor's concerns (p. 55/61).
- Oct. 12** Columbus Day holiday observed.
- Oct. 15** Notice of termination at end of fifth year or later (p. 39/44)
- Oct. 24** Accrued professional staff vacation time in excess of 64 days (480 hours) converts to sick time. This now occurs twice per year, falling on the end of the last pay period of April and October (p. 22/44).
- Oct. 30** Last day to opt out of sick bank (p. 19/21).
(Note: membership in sick leave bank is automatic upon first October of a member's employment.)

N.B. Dates may vary depending on the first day of classes. Most of these dates are "last date" standards. In many instances the action can be accomplished before the date indicated. Cited page numbers at left are from the 2012-2015 Agreement. Cited page numbers at right are from the 2015-2018 Agreement. ■

MCCC Meetings Calendar 2016-2017

YEAR	MONTH	EXECUTIVE COMMITTEE	BOARD OF DIRECTORS	OTHER EVENTS
2016	AUGUST	15-16	17	
2016	SEPTEMBER	16	23	
2016	OCTOBER	7	21	
2016	NOVEMBER	4	18	
2016	DECEMBER	2	16	
2017	JANUARY	6	22	
2017	FEBRUARY	3	17	Nominations Due *
2017	MARCH	3	24	Bylaws Proposals Due 3/1
2017	APRIL	7	21	MCCC Delegate Assembly 4/29
2017	MAY	5		
2017	JUNE	7 (Wed)	14 (Wed)	
2017	JULY	—	—	NEA-RA 6/30-7/5 Boston

* Date to be determined.

Dispatch from The Field: A Day In The Life of A Massachusetts Adjunct

By Patrick Lochelt
Northern Essex Community College

It's 5:30 AM, and I've already anticipated my alarm going off in 15 minutes. My schedule today is between two colleges: Middlesex Community College in the morning, and UMass Lowell in the afternoon. My usual MWF. Middlesex will be two classes: Basic Writing, a course populated with developmental writers hoping to jump through the necessary hoops of academia, and later, Composition II, an intro to literature course that serves as the gateway to freedom from writing courses for most college students. UMass has a pair of similar classes, full of freshman ready to get out of their intro courses and onto bigger and better things.

Tuesdays and Thursdays find me at Northern Essex Community College, with the same types of courses, freshman English writing, with four to five essays for each student over the semester. I regularly find myself with eight to nine classes per semester as a "part time" professor, each with around twenty students per course. When I head home, my messenger bag is often laden with essays, four to six page beasts ready for my red pen. Monday through Friday, for fifteen or sixteen weeks. Rinse and repeat.

I love my job. I couldn't do this if I didn't. My students, especially those in the community colleges, are amazing people. I find inspiration without fail in the empty-nester mom who is coming back to college after a few decades, ready to forge a new life, or the fresh-out-of-high school teenager who is totally clueless about the enormous swath of paths spread out before her, both of whom feel out of place, but ready for the next challenge. Next to them are the ESL students, who find the English language a barrier but who refuse to let it be a burden as they power through their assignments.

My commute is roughly an hour, one way. I have exhausted my podcast subscriptions before the week is over. I have no benefits from my employers, and I am paid a wage that is decent at best, only because I overload my plate with classes, feeling lucky each semester when I hear that another course has opened up with my name on it. I work hard for my students, because I know the power of community college; I was a community college student myself, where I found my own path after stumbling through several paths that never panned out.

I pass other adjuncts in the hallways of my colleges, ghost comrades nodding to one another on our way to

another classroom, another stack of assignments. We know that what we do is important, that it makes a difference, that our students, most of whom have never heard the word "adjunct" in reference to education in their lives, rely on us every other day, or even nightly via emails (oh, the emails!).

It is important. I love my job, but I can say with certainty that if I did not, this would be a very difficult way to make a living. I work hard at my campuses and with my Union to make the changes that are so necessary to all adjuncts, statewide and nationwide. We do make a difference, despite the odds. I just wish the odds were more even. ■

Charter Schools - Bad for Higher Ed. . . .

Continued from front page
because the donor names are shielded through 501c political advocacy non-profit status. This is often called "dark money." The anonymity does raise questions.

"Save Public Schools" is a coalition of organizations opposed to expanding charter caps. MTA and the American Federation of Teachers (AFT) are primary participants in funding the coalition. Each of these unions has committed at least \$6 million to the campaign, and NEA is committing over one million. These organizations are clearly identified in the ads. So everyone knows who supports this side.

Why should higher ed. members be concerned about the expansion of charter schools? Their anti-union status alone should provoke opposition. But back in the 1990s then Governor Paul Cellucci proposed Charter Community Colleges, and that idea is getting mentioned more today.

MTA sees this as a watershed issue and is putting out a massive effort to

defeat Question 2. Surveys have shown that there is general public support for the initiative in theory—especially if it is promoted as improving education at no cost. But MTA research shows that if people hear the reasons why the proposition is bad, particularly if it is from an educational professional, they oppose the initiative.

It will be difficult to avoid the bombardment of advertising on Question 2, but MTA does not want members to avoid engagement in the campaign. MTA is a major coordinator of this campaign, and there will be many requests for members to join in canvassing, phone banking, sign holding. Be sure to talk to your family, friends, neighbors and colleagues about why this is a bad idea. ■



MCCC News

<http://mccc-union.org>

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The MCCC News is a publication of the Massachusetts Community College Council. The Newsletter is intended to be an information source for the members of the MCCC and for other interested parties. Members' letters up to 200 words and guest columns up to 400 words will be accepted and published on a space-available basis. The material in this publication may be reprinted with the acknowledgment of its source. For further information on issues discussed in this publication, contact Donald Williams, North Shore Community College, One Ferncroft Road, Danvers, MA 01923. email: Communications@mccc-union.org