

# MCCC NEWS



The Official Publication of the *Massachusetts Community College Council* / Volume 2, Issue 2 / March 2001

## Jan. 31 Memo of Agreement

On January 31, 2001 MCCC President Philip Mahler and Peter Tsaffaras, BHE Deputy Director of Human Resources signed a memorandum of agreement "to resolve and clarify certain issues, specifically Article 21, of the 1999-2002 Collective Bargaining Agreement. Issues related to classification points adjustment, and the implications of the classification for retirees will be addressed.

Article 21 is the salary adjustment article that implements the new salary schedule according to the results of the classification study performed by DMG and reported in the spring of 2000. Each of the first five sections of the article represents a significant and novel reworking of its respective concern, so that implementation will ne-

cessitate exact interpretation, and the manner in which each is interpreted will establish precedents.

The classification points adjustment is of particular concern to professional staff in the unit. The incorporation of post-tenure evaluation points into the base should mean a modest correction in the points professional staff receive with the intention of bringing their points into correspondence with the faculty point system. Compensation for these points will be for the period July 1, 1999 to June 1, 2001.

Supplemental Certification and Licensure points and Professional Development points will also be determined with a deadline of June 1, 2001 for reporting.

The BHE also agrees to work with the

MCCC to supplement or alter 21.04 so that as many retirees as possible can receive payments on base for the purpose of retirement. There is, of course, no guarantee this can be accomplished.

Two workshops jointly arranged and held by the MCCC and BHE will be held. The first will relate to retirement issues and will be held the third or fourth Saturday in March, 2001. The second, focusing the classification studies methods, will be held simultaneously at the same location. Faculty and professional staff are invited to hear representatives of the classification consultant, DMG (David M. Griffith) present and answer questions about the classification study at a location in Worcester probably the Ramada Inn. ■

## 2001 MCCC Delegate Election

Ballots for the 2001 MCCC election of representatives to assemblies of our two umbrella organizations will be mailed March 6, 2001. MCCC delegates to the MTA Delegate Assembly in Boston, Friday, May 18th and Staurday, May 19th, and to the NEA-RA ( Representative Assembly, held July 1-6, 2001 (tentative) in Los Angeles will be mailed March 6, 2001 will be selected by those Day and DCE Unit members who return the enclosed ballots by 4 p.m. April 5th.

The voting materials including a #9 envelope addressed to the MCCC office in Auburn with business reply indicia, ballots, and a cover letter in a #10 class envelope will be sent to unit members' homes. DCE unit members' ballot will be color coded, as DCE unit members votes are credited one quarter of a vote according to MCCC policy. The policy was created when full time unit members taught four courses.

The MTA Annual Meeting sets dues for all its' unit members including the MCCC, that is the MTA's largest local. Another item of interest to MCCC members is an annual \$30 per MTA member media campaign assessment that has been in place during the past two years, funding the MTA's nationally recognized campaign boosting public higher education.

Results of the election will be tabulated and announced by the MCCC president on April 13, 2001. ■

## Ghosts in the Classroom



Michael Dubson

college, his efforts and sights have been focused on teaching in the community college system.

In an "act of rage" Dubson placed an advertisement three years ago in *Poets & Writers* magazine, calling for "Adjunct Horror Stories." Now, Mr. Dubson has edited the collection of academic nightmares for a book, *Ghosts in the Classroom: Stories of College Adjunct Faculty — and the Price We All Pay.* The book contains 26 essays and one poem that document in full detail the experiences of adjunct faculty in higher education.

Published in January by his own Camel's Back Books, the remnants of the first printing of a thousand are stacked in the back of his Boston home office. Another printing is already rolling off the presses due to the surprising, to Dubson, demand. And a New York publisher has made overtures to buy the title.

Ironically, Dubson has been elevated from the drudgery and obscurity of his "subway scholar" status, by collating and publishing these tales of woe. The book has provided a banner for the enormous collective discontents of the legions of "Road scholars" who criss-cross the highways and byways of modern America.

In a phone interview with this writer, he has called the book "an act of rebellion, revenge, activism, and healing." According to a recent piece in the *Chronicle of Higher Education* the book has found a particular audience in the nascent Coalition of Contingent Academic Labor (COCAL)—a loose group of part-timers, graduate students, and full-timers who are representative of the growing number of adjunct faculty nationwide. (See MCCC News, December 2000).

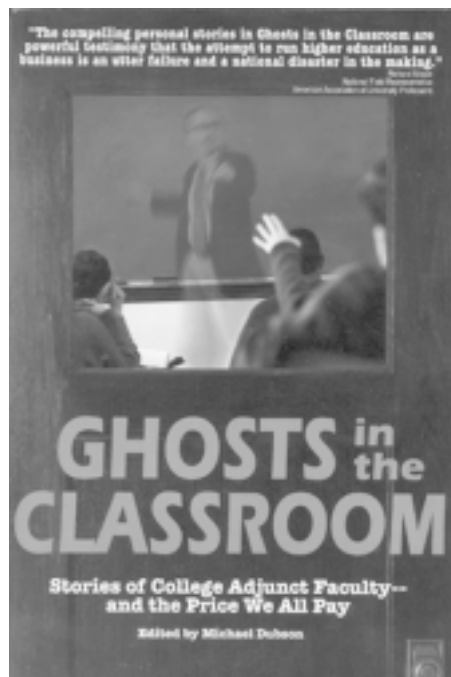
It is also finding an audience among full time faculty with vision enough to

see the effects of the expansion of the ranks of adjunct faculty upon the traditional dreams of academia. According to the *Chronicle of Higher Education* more than 40 percent of the professorate works part time, according to a 1997 study by the U.S. Education Department, the latest data available. At community colleges, the proportion is much higher — 65 percent, according to the same study.

Mr. Dubson, the editor of *Ghosts in the Classroom*, hovers on the threshold of exiting the profession. His lifelong ambition had been to teach English in the Massachusetts Community College system. After a decade of working full time as an adjunct, he believes the likelihood of a fulltime employment is slim.

"I'm about out of gas. I'm to the point where I have to stop." Mr. Dubson said.

*Ghosts in the Classroom* is now available on Amazon.com and will be available in major bookstores in March. ■



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# 2001 MCCC Delegate Elections

## Statements of Candidate's for Delegate to the 2001 NEA Representative Assembly

### Albano, Roberta

MCCC/MTA delegate Annual Meeting Boston 1993-present. NEA delegate 1994-2000. SAC member, Crisis Coordinator/STCC, Executive Committee/STCC, MCCC Elections Committee, MCCC Higher Education Caucus, Professor/Dental Assisting.

### Camillo, Henry

MCCC/MTA Unit members since 1967. Have served as MCCC officer 1981-1984; MCCC Bylaws Committee over 10 years, supported and attended all union rallies for all causes. A librarian and DCE professor over 30 years. My chapter secretary over 15 years. Please elect me as your MCCC/MTA/NEA delegate. Thank you.

### Curley, Geri

I have been active in the MCCC since 1992 as a member of the MCCC Board, and now the Executive Committee. I have attended both the MTA and NEA, and feel that these meetings give us a voice in the organizations. I would appreciate your vote to represent you again.

### Cutler, Sandra

MCCC/MTA delegate annual meeting Boston '93-present, NEA delegate 1994-2000, Co-chair of SAC, VP STCC prof Assoc, MCCC Elections Committee, MCCC Higher Ed Caucus, Professor/Clinical Coordinator Respiratory Care Dept.

### Donahue, Pamela A.

Currently chapter treasurer. Attended MCCC assembly from 1981-2000. Delegate to the MTA Annual Meeting for fourteen years and a member of the Higher Education Caucus since 1986. I would like the opportunity to serve you by becoming a delegate to both MTA and NEA.

### Doud, Rick

I have been an active participant at these meetings for many years. I will continue to represent the interests of the MCCC and all of higher education at both the MTA and NEA meetings. Thank you for your continues support and your vote.

### Dupont, Carole

MTA delegate 1999-2000, NEA delegate 1999-2000, STCC Association Rep, Biology Professor 20 years. I will strongly support positive actions which will improve the working environment and salaries of our faculty and professional staff.

### Fitzgerald, Daniel N.

I want to actively represent MCCC in MTA and NEA, on behalf of all our members to demand service from MTA and NEA for our MCCC needs.

### Fitzgerald, Dennis

MTA/NEA member 32 years, MTA delegate 24 years, NEA delegate 8 years, MCCC Grievance Coordinator 21 years, MCCC Negotiating Team Chairperson 2 contracts and team member for 6 contracts, Joint Study Committee for 7 terms, MACER chairperson for 20 years, Professor of math at Massasoit for 32 years.

### Flynn, Peter

I currently serve as communications coordinator for the MCCC (interim previously). I served four years as president of the Northern Essex Community College Faculty Association. My attendance at these conferences would enhance my growth in union knowledge and my ability to perform effectively in services to the MCCC.

### Giaquinto, Carol A.

Delegate to MTA annual meeting Boston MA 1993-99 Delegate to NEA/RA 1994-1999. Attended MCCC Educational Conference Williamstown. MA 1994, Attended Annual Higher Education Delegate Assembly-Spring 1993-1999, Member of STCC Elections Committee 1994-2000. 25 year member of STCC Dental Assisting department.

### Hoeth, Christopher J.

Active MCCC union member since 1982. Participant in MTA, MCCC Williamstown and DCE adjunct professional development. Grievance officer. 2000 MTA NEA delegate. Interested in adjunct, part-time parity, technology involvement and representation with full-time colleagues. Promised listener and advocate for all union members to retain our professional careers. Thanks for your vote!!!

### Nunes, Bob

Served on Mass Bay's union board in various positions including president and other offices. Elected to NEA assembly and to MTA annual meetings. Served as MCCC delegate. Experienced member to several committees and presently DCE rep to MCCC councils. Grievance officer for DCE.

### Parsons, Thomas R.

MCCC Past President, Treasurer, Vice President. Currently serve as MCCC/MTA Board of Director, and chair the MTA employees pension committee. Have represented higher education members as an NEA-RA delegate in sixteen previous years. I would sincerely appreciate your support.

### Rice, James F.

Former Secretary/Treasurer of NCHE, current NCHE Executive Committee member. I am keenly aware of higher education concerns of full time day faculty and staff; adjuncts and part-time staff. I ask your support to continue fighting for our higher education issues within the MTA and NEA. I would sincerely appreciate your vote. Thank you.

### Roberts, Wilson

Current MCCC Board member. Current MTA Board member. Former MCCC Secretary. Former GCC chapter president. Frequent delegate to MTA/NEA annual meetings. I have been active in the MCCC throughout my career, dedicated improving our pay, working conditions and educational environment. Your vote will help me continue fighting for our rights.

### Salvo, Thomas R.

DCE instructor since 1981; DCE Negotiating Team Member 1999-2000; MTA Annual Meeting delegate 1995-2000; NEA Representative Assembly 1997, 1999, 2000; MTA Summer Leadership Conference 1995-2000; MCCC Representative at NEA Critical Issues Seminar (Washington, DC), 1998; NCHE member. PLEASE LET ME REPRESENT YOU.

### Sherf, Nahum Abe

Professor of history and dept chair. Member MCCC and NEA Board of Directors. Please for me as a delegate for the NEA. Thank you for your support in the past and thank you for your consideration this time.

### Small-Prasher, Stephanie

I have been an officer in my local for several years. I ask for your support so that I may represent you in Los Angeles.

### Spence, Barbara

Having served almost three decades on local, state and national councils and committees in public education. Some of the committees were and are as follows: resolutions, HRCC International and communications. I ask for your vote and continued support so I can continue to work on your behalf. Thank you.

### Takvorian, Kenneth A.

Union member for 25 years. Attended recent MTA-NEA delegate assemblies. I enlist your support to be an informed union member at all levels; local, state, national. A union's strength is in its informed and active membership. Thank you for your support.

### Thornton, Virginius Bray III

Your vote will make it possible for me to continue representing your interests at the MTA Annual Meeting and the NEA Representative Assembly. Thanks for voting to include me as one of the MCCC delegates to each of these affiliated meetings.

### Westwater, Ruth M.

I am a professor of nursing at BHCC. For 17 years I have been in various leadership positions. Most recently VP of chapter for 6 years. I believe in justice and equity for our members. I would welcome returning this year as a delegate to represent our members on important issues. ■

Final List - February 23, 2001

### MTA Nominees

Albano, Roberta	Springfield
Barrett, Phyllis	Holyoke
Camillo, Henry	Massasoit
Coelho, Ronald A.	Massasoit
Coolidge, Christina	Mt Wachusett
Curley, Geri	Bunker Hill
Cutler, Sandra	Springfield
Donahue, Pamela	N Essex
Doud, Rick	Middlesex
Dupont, Carole	Springfield
Erviti, Beth	Greenfield
Figueroa, Angela	Northern Essex
Fitzgerald, Daniel	Holyoke
Fitzgerald, Dennis	Massasoit
Flynn, Peter	N Essex
Gaillat, Ana	Greenfield
Giaquinto, Carol	Springfield
Gillies, Robert B.	Quinsigamond
Gillies, Sharon L.	Quinsigamond
Harris, Jennifer A.	North Shore
Hoeth, Christopher J.	Bristol
Hovsepian, Sarah	Quinsigamond
Howarth, Paulette	Bristol
Jacobs, John	Mass Bay
Kinniery, Helen	Northern Essex
Kleindeinst, D. Lynn	Springfield
Mahler, Philip	Middlesex
Mathison, Carol	Springfield
McSweeney, R. Michael	Bunker Hill
Murphy, Joseph	Bristol
Nardoni, Joseph	Middlesex
Nunes, Bob	Mass Bay
O'Heir-Coelho, Sheila	Massasoit
Parsons, Thomas R.	Mass Bay
Passenant, Roberta	Berkshire
Rice, James	Quinsigamond
Roberts, Wilson	Greenfield
Salvo, Thomas R.	N Essex
Schwarzwalder, Caroline	North Shore
Spence, Barbara	Quinsigamond
Takvorian, Kenneth	Mt Wachusett
Tetrault, Carolyn L.	Springfield
Thornton, Virginius Bray	Mass Bay
Tressel, James	Massasoit
Westwater, Ruth E.	Bunker Hill
White, Thomas	Northern Essex
Williams, Donald	North Shore

### NEA Nominees

Albano, Roberta	Springfield
Boudreau, Catherine A.	Massasoit
Camillo, Henry	Massasoit
Curley, Geri	Bunker Hill
Cutler, Sandra	Springfield
Donahue, Pamela	N Essex
Doud, Rick	Middlesex
Dupont, Carole	Springfield
Fitzgerald, Daniel	Holyoke
Fitzgerald, Dennis	Massasoit
Flynn, Peter	Northern Essex
Gaillat, Ana	Greenfield
Giaquinto, Carol	Springfield
Hoeth, Christopher J.	Bristol
Nunes, Bob	Mass Bay
Parsons, Thomas R.	Mass Bay
Rice, James	Quinsigamond
Roberts, Wilson	Greenfield
Salvo, Thomas R.	Northern Essex
Sherf, Nahum Abe	North Shore
Small-Prasher, Stephanie	Massasoit
Spence, Barbara	Quinsigamond
Takvorian, Kenneth	Mt Wachusett
Thornton, Virginius Bray	Mass Bay
Westwater, Ruth M.	Bunker Hill

MTA Delegate Count = 47

NEA Delegate Count = 25

## ☒ Your Vote Counts! ☒ Watch For Your Ballot In The Mail

Your ballot must be **received** by the Elections Committee in the provided envelope by 4:00 PM on Thursday, April 5, 2001 to be counted. Ballots received after the deadline, or in non-provided envelopes, or in envelopes containing more than one ballot will not be counted.

Results of the election will be available by Friday, April 13, 2001.

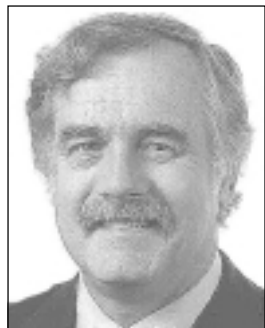
Any questions should be directed to the Elections Committee Chair, Allan Peck, at Springfield Technical CC. Phone: 413-755-4116 Email: [apeck@stcc.mass.edu](mailto:apeck@stcc.mass.edu)

MCCC Elections Committee  
Roberta Albano  
Carol Giaquinto  
Sandra Cutler  
Allan Peck, *Chair*



# President's Message

March 2001...



Philip Mahler,  
MCCC President

With the successful funding of our day contract, and closure on our DCE contract, we have the short-lived luxury of a bit of reflection. I say short lived because negotiations for the day contract will be here before you know it. The DCE contract expires a year later than the day contract. This column addresses day contract issues - it is already long.

One of the things I have been meaning to address is questions that our newer day colleagues might ask - why did my union agree to a classification study, and how does that benefit a newer member? This is a long story, but our newsletter editor said he may have the space. And you are getting the quick version.

Our contracts, ever since I joined Middlesex Community College as a math faculty member in 1982, never had a permanent method for what I would call career progression. It was a long-term goal of the MCCC to institute a step system for salary increases based on longevity. This was partially achieved in one contract in my memory, but disappeared in the next. Don't be so quick to criticize - you had to be here when the Massachusetts "economic miracle" went into meltdown in 1990, and a libertarian was elected Governor on a platform which included bashing state employees. That team had to make some hard decisions too, and events proved they probably made the right ones.

The long and short of it was that our unit members were not moving up any kind of ladder over time, and newer members were being hired at salaries that rivaled and exceeded those of long time employees. No one begrudged the newer hires a better salary, but the system was clearly broken. On top of all of this, in three of our last 10 or so years we had no salary increase whatsoever. No across the board increases, and certainly no step or other increases reflecting years of service.

In 1996, or thereabouts, our contract bargaining position on career progression, and the clearly dismal state of affairs, led the state Office of Administration and Finance (A&F) to propose conducting a classification study to the Board of Higher Ed (management) and the MCCC. The chief purpose would be to rectify the many salary inequities which existed within our membership, and to propose a rational salary system.

Cutting to the last scene, the study which resulted was finally delivered to the BHE

and MCCC in October 1999. And this only after the MCCC threatened the BHE with job actions to get the study delivered then! Most of you are familiar with the negotiations which ensued. Once again the team, and the MCCC itself, had to make some difficult choices, and this time in light of a perceived window of economic opportunity, which is proving to have been not just a perception.

Senior members clearly benefited economically from this contract. A testimony to the penury to which they had been subjugated for a decade and a half - half of a thirty year career, and the last half for many. The contract has warts, and didn't deliver everything we wanted to anyone, and especially many of the professional staff. It is not what the MCCC had in mind in 1994. However, the classification system is rational, and forms the basis for improvement in the future.

One of the gains for all of our members is career progression, but this will benefit our newer members more, over time. The system of points for seniority and experience guarantees that longevity counts for something. The fact that it is capped at 40 years is unrealistic and is something to change in the future.

Points for academic credentials reward advanced study and degrees. Frankly this was little benefit to our most senior members, because many of our most dedicated members spent their time on college-related committees etc. over the years and did not pursue advanced study. It wasn't rewarded by our system. Our junior members now have the door open to recoup the costs of advanced study, and benefit beyond that, financially.

The classification study has had an enormous positive quick-fix financial impact on the majority of our members - the ones who suffered the most over the last fifteen years. Our salaries and salary structure are now on a par with many comparable states - perhaps for the first time ever, and certainly for the first time in fifteen years. Our most senior members have the possibility of retirement at a salary they deserve.

This contract does not guarantee our economic futures. It provides the roadmap, and the tools, but the MCCC must focus on retaining and enhancing these tools. I know that all of our members will work on this, and I especially invite our newer members to get involved. ■

## Adjuncts Wanted

Do you have an activist part-timer who could serve on the new, one-time committee on health insurance and retirement for part-timers? If so, please ask them to contact me at 978 369 1972, or contact me at [mccc@tiac.net](mailto:mccc@tiac.net). This committee is charged per the following paragraph, excerpted from the new contract.

Within thirty (30) days of the execution of this Agreement, there shall be established a labor/management committee to investigate and recommend to the parties a group health insurance plan to be available to, but not limited to, unit members, which shall be co-sponsored by the Employer and the Union, at no cost to the Board or to the Colleges.

This committee shall also investigate and recommend means whereby the Employer may assist in educating unit members about any investment options available under the OBRA and assist with facilitating unit members investment changes. This committee shall complete its work on or before June 1, 2001. ■

# Opinion

## Consensus Considered

by George Medelinskas, Northern Essex Community College

Over the last few years, our union has moved in the direction of consensus and away from partisanship. Our leaders tell us this is good for our union. They tell us it makes for better working relationships and a more unified front. They say partisanship leads to gridlock, rather than healthy debate. Our Board of Directors even passes items now by "consensus" rather than by vote.

I respectfully question the roots of the assumptions made when our leaders make a case for consensus. I see very good, loyal members scorned by our leaders because they happen to disagree. I see well-qualified applicants shunned while less-qualified ones get the positions because our leaders feel better about working with them. I see members with different ideas branded as evil. I see our leaders suggest that all the delays in classification were caused by those who dared to question "all that money". I see job descriptions for coordinator positions in our union require the applicant to be a "team player", whatever that means.

I was at school less than 5 minutes at the start of this semester when one of our local union stalwarts told me I should opt for paying agency fees since I was such a

"naysayer". I think that means that I voted against the contract.

Our "consensus" leaders might say that they don't agree with this sort of reactionary behavior, but they fail to see how their need for everyone being on the same page contributes to a like-mindedness where people with different ideas are considered dangerous.

They tell us if we do not all march in step to the same drummer, chaos and gridlock will prevail. We are told not to talk to our legislature because they might get the wrong idea. Why are our leaders so afraid of honest debate? Why isn't the membership polled as to whether we want to play nice with the state and let them hold a week's salary till we retire? The answer seems to be that the BHE, the Legislature, and the Governor have been good to us and we don't want to upset them. It is becoming more difficult everyday to tell the difference between the Governor, the Legislature, the BHE, and the MCCC Leadership. I expect us soon to join hands around a campfire and start singing "Michael row the boat ashore...". It makes one long for the old days where partisanship meant something. ■

# Editorial Comment

## Adjunct Agitators

by Peter Flynn

Combined with the organizing activity of COCAL, the emergence of a literature of the adjunct faculty culture suggests the proportion of adjuncts in the mix of academia has reached a critical mass. Since the seventies, in the span of only 30 years, adjuncts have grown to constitute 40 percent of college faculty nationwide. For a significant and growing number, cohorts of editor Dubson, years of honest and grueling toil in the groves of academia will not propagate even a tendril of a tenured position academic career.

One might argue that successive years in part-time status actually work against the odds of attaining the cherished tenure track position. However brutal this proposition might seem to the adjunct workforce whose dedication and talents appear in every measure equal to their tenure track brethren, the math is simple. There are more adjuncts, and less fulltime faculty positions than ever before in the era of the community college.

This melange of musings may someday be viewed as a historic tract - like Luther's theses. It appears that the academia of the new millennium has unfortunate parallels with the stale bureaucracy that delineated Christendom of that era. The organization of the energies and frustrations of this marginalized group may be dialectic for

change, the outlines of which we cannot, at this time, foresee.

The monastic tradition analogy can be stretched further. These self sacrificing, modest and unsung heroes of our society are enabling the dreams and ambitions of America's first generation college students, mothers returning to school after child raising, and the diverse non-traditional students who find their way to the classrooms of the community colleges.

The gestalt emergent from the essays is a bleak outline of the effect of a system that has come to lean heavily on adjuncts to create profits funneled to support bloated administrations, fragmented the "college". A regular tenured faculty cannot read the essays without a sense of both recognition and discomfort.

For decades there has been a feeling we are poised on the threshold of a tectonic shift in the way higher education is accomplished. Politicians, trustees, and the administrators who serve their whims, and perhaps a complacent and traditionally trained faculty seem unable to "think outside the box." Dubson's tract could be the 27 theses on the door of Academe. And the frustrated adjunct workforce mirrored therein could provide the catalyst that recasts the professorate. ■

## Visit the MCCC Website

<http://www.tiac.net/users/mccc/>

The MCCC website is the best and most up-to-date source for late breaking developments. Additional documents of interest and import to Day and DCE unit members have been added.

The MCCC Webpage is a valuable resource for MCCC updates, job opportunities and linkage to the NEA and MTA resources available to MCCC unit members. Calendars of MCCC meetings, and committee assignments may be found there.

Additionally, MCCC events and news are available, as well as "old news" in the form of archived newsletters. Frequent updates on negotiations, links to other higher education sites, and contact information for MCCC officers is also available.

Bookmark the site for frequent referral. ■

# Know Your Day Contract

## March 2001

- Feb 28** List of course schedules to Chapter President
- March 1** Non-reassignment notice deadline for unit members under four years
- March 5** Leave of Absence applications due
- March 16** Dean's recommendations for Title change due
- March 16** Unit Personnel Practices recommendations for tenure due
- March 30** Department Chair evaluations
- March 30** Preferred schedules and course submitted
- March 31** Department chair vacancies announced
- April 6** Dean's leave of absence recommendations due
- April 15** Dean's tenure recommendations due
- April 15** Title changes announced

*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. ■*



# DCE NEWS

## Resolved DCE Grievances



Joe Rizzo,  
MCCC DCE Grievance Coordinator

### Roxbury Community College Dues

An MCCC grievance was filed when the college failed to forward dues that were deducted from the paychecks of unit members. This situation extended back to the spring 2000 semester and the college did not respond to repeated letters and billings from the union. A grievance was filed last month. The college has now agreed to forward over \$10,000 dollars in dues deductions to the union for the spring and fall 2000 terms. The college will also provide the MCCC with the summer 2000 DCE teachings lists so that dues obligations may be determined for that period.

### Bunker Hill Community College Student grievance procedure discipline

The grievant has taught business courses, mostly accounting, at the college for approximately 15 years and has long met the contractual threshold for reappointment rights. He is also employed full time in an agency of the federal government.

Approximately a year ago, a student filed a grievance against this instructor regarding a grade of D for a course taken in the spring 1999. The student initially claimed that he did the required work, attended class regularly, and therefore deserved a higher grade. The divisional dean did not find the complaint meritorious and the student appealed it further. Other students then joined the case and added allegations that the instructor was authoritarian along with their own grade complaints. The college convened a tribunal and scheduled a hearing on this matter. The instructor appeared but was kept out of the proceedings although the MCCC representative was allowed to speak on his behalf. A continuance of the hearing was set without taking into account the schedule of the unit member. Additionally, the college announced that the union representative could attend but could not speak at the next hearing. The unit member could not attend the meeting because he was in Rhode Island that day on business regarding his full time employment. The college would not reschedule or allow the union representative to attend the hearing without the unit member being present.

The hearing was held with the unit member in absentia and the committee made findings far out of the scope of the original student complaint. Included in the recommendations was that the unit member be monitored, engage in diversity training before his next teaching assignment, and that he not teach intermediate accounting until he had undergone a sort of rehabilitation. The college then offered him a Saturday course assignment for the spring 2000 and was unwilling to provide him with his customary assignment. This Saturday course rarely runs with full enrollment and in fact ran that semester with only prorated salary.

The unit member filed DCE grievances concerning the disciplinary action taken against him and the spring course assignment. Two MLRC charges were also filed. One dealt with his Weingarten rights in the student grievance procedure and the other was that the college failed to hold any contract grievance hearings on the matter.

The resolution reached at mediation provides that the grievant's personnel file

will be expunged of all material relating to the student complaints and he be assigned two courses in the spring 2001 semester.

### Northern Essex Community College Evaluation

A chapter grievance was resolved in mediation regarding the use by an Assistant Dean of the Course Material Checklist form found in the DCE contract. In the spring 2000 semester, approximately 75 faculty received the Course Material Checklist that had been modified from its original structure. Rather than the form serving as a checklist where an item was marked, a narrative appraisal was inserted under each heading. For instance, under the item concerning course objectives, the box was checked as complete but then a qualitative comment was inserted. Most commonly, it was stated that the objectives were philosophical and should be put in quantifiable terms.

The grievance had both procedural and substantive elements. Procedural problems concern the administrator's alteration of a negotiated form and then use it for a purpose different than was negotiated. Substantively, many of the comments were a violation of academic freedom. The form requires that course objectives be included in the syllabus. Academic freedom allows for the instructor to determine the specific objectives and protects the right to be philosophical. Lastly, at least one of the 75 courses was a distance education course and should not have been evaluated during the first two offerings.

The grievance settlement provides that in the future, the form will not be modified and that any comments that the supervisor feels compelled to make will be communicated under separate cover. The rights of unit members would remain in full force and effect. Additionally, all unit members impacted by the action under this dispute will be held harmless from any comments made on the spring 2000 Course Material Checklist form. ■

### No Place

People who make a profit off cattle know how to manage capital. In my line of work I'm expected to manage without a desk and all the perks that go with it. Telephone, stapler, paper clips, space for coat and Bausch and Lomb contact lens equipment: cleanser, sterile wetting solutions, face cloth, mascara, tissues—an on-the-job-emergency is complicated by make-up issues. The question is how much can I carry back and forth on the train and all day in between? Classroom, bathroom, coffee cart, print shop—you name the place and I'm schlepping textbooks, hand-outs, student papers. Good thing my back is broad, feet arched and uncomplaining except in the wet or cold. But leaving my house in boots or clodhoppers means toting pumps in, travelers on site, absent a spot to park them. Again, I ask you how much can I carry? And don't answer hey, it's the whining that's heavy. I've heard it before, from my obstetrician who couldn't tell twins from poormouth; they weighed in at thirteen pounds. Most days my satchel weighs more, though it's hard to be precise. There's shame attached to having no place that defies bromides or pep rallies, which I hold in my head to muffle the sound of cows lowing in milking sheds.

Cynthia Duda, Adjunct Bunker Hill & North Shore Comm. College  
From *Ghosts in the Classroom*

### Service Learning at Bunker Hill Community College

Contributed by Professor Lorraine  
Tretheway, Hospitality Program

Service Learning is a powerful form of experiential learning. It shifts emphasis from teaching to learning by applying the academics of a course in real life situations with community based organizations. The neighborhood becomes a classroom. Class content becomes alive and the experience brought back in to the classroom excites both student and teacher. Students also reflect on what these experiences mean in terms of as well as skills and self understanding.

Service learning is an "everybody wins" situation. Students relate better to hands-on learning with real people. The community partners gain meaningful benefits from students who provide valuable services the agency might otherwise have been unable to deliver. The school firms its relationships with the community, and the community gains a more positive image of the school's mission and students. Teachers become revitalized as they see students' genuine excitement in learning and their accomplishments. Many of those students had not prospered in the traditional academic mold.

A three year Learn and Serve America grant from the Massachusetts Campus Compact funded by the Corporation for national service brought service learning to Bunker Hill CC in 1997. Since the beginning service learning has been incorporated into a dozen courses from Allied Health to Astronomy to Juvenile Delinquency to Special Events Planning. The Computer Department and the English as a Second Language Department has each used service learning in six different courses.

Sixteen innovative teachers have worked with more than fifty non-profit agencies in at least ten communities in the Greater Boston area, and suburbs. Comments include "It's exciting" "I love it" "It's making me more creative in all my classes" "I get to know my students better".

The BHCC Service Learning pioneers who participated in the grant are Professors Linda Bergman, Microsoft Office, Joan Dremer, Astronomy, Beth Butler, Allied health, Ted Carlson, Calligraphy, Hankna Delta, Computers, Eileen Feldman, ESL, Andrea Lyons, Computers, Kalimah Nur, Business management, Michael Puopolo, Computers, Mary Riordan, Nursing, Michelle Schweitzer, ESL, Larry Scott, Juvenile Delinquency, Yvette Straughter, Developmental Math, Lorraine Tretheway, Special Events Planning, Anna Tsakarssianos, Computers, Paula Veluto, Computers.

Although the grant ended in June, 2000, the Bunker Hill Community College administration continues to support the Service Learning initiatives by establishing the Office for Service Learning and providing stipends to many faculty who incorporate service learning in their course for the first time. We are all looking forward to using this reality based learning approach to form stronger partnerships in the community we serve. ■

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