

MCCC News



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Clarification for Retirees

Long awaited clarification on how the Article 21.04 of the new bargaining agreement relating the application of classification salaries for retirees came April 19. Retroactive pay adjusted for classification will be paid to unit member retirees, and those retiring this year will be able to use that new salary to as base for those three years to determine their retirement rate.

Recall that in Article 21.04 persons who retired or retire this year are eligible for up to 36 months of pay at their classification-recommended salary.

Professional staff who are currently employed have had two years on base already and would be eligible for an additional one year. Faculty who are currently employed have had one year on base already and will be eligible for two more years for retirement purposes.

People who retired get up to 36 months, starting no earlier than January 1, 1997, up

to their retirement date. Retirees will still receive retroactive monies as a lump sum also.

—The effect is basically that retirees' classification salary will count fully, for three (3) years, towards retirement if you have retired or will retire this year (except those who retired within 36 months of January 1, 1997 - for them it will count fewer months, but will augment their retirement pay).

Informational meetings were held April 27-28, Friday evening and Saturday, at Quinsigamond Community College, Worcester, for unit members seeking more information about retirement and classification. Representatives of DMG, the state contractors for the classification study, were available. The newly constituted Classification Appeals Committee, with representatives of the MCCC and BHE met with DMG on Saturday at 2 p.m.

A workshop for retirees was held simultaneously on Friday and Saturday. A representative of the Massachusetts State Retirement Board accompanied by Peter Tsaffaras of the BHE addressed issues of retirement. Tsaffaras particularly spoke to the affect of the agreement. Members nearing retirement found the session informative.

It is estimated 100-200 faculty and professional staff statewide may retire this year. Age demographics of community college faculty have been shaped by the creation and rapid growth of the community colleges in the 1960's and 70's.

President Mahler has commented, "I want to thank to Peter Tsaffaras of the Board of Higher Education for keeping the BHE's commitment to work to get these payments on base. Our members should thank Judy Neumann of MTA Legal for working with the BHE and the MCCC to enable this negotiated provision." ■

House Ways and Means Committee FY '02 Budget Recommendations

From Section 2: Community Colleges

7502-0100 For Berkshire Community College	\$9,868,042
7503-0100 For Bristol Community College; provided, that \$50,000 shall be expended for the purchase of modern medical equipment.	\$15,837,279
7504-0100 For Cape Cod Community College	\$11,582,528
7505-0100 For Greenfield Community College; provided, that not less than \$195,000 shall be obligated for the heritage bank building acquired by the Greenfield Community College foundation; and provided further, that \$175,000 shall be obligated for costs associated with campus expansion	\$9,472,411
7506-0100 For Holyoke Community College; provided, that not more than \$752,613 shall be expended for the operating costs of the new athletic facility at said campus; and provided further, that not less than \$178,815 shall expended for a licensed practical nursing program	\$18,507,496

7506-0101 For the operation of the Holyoke home information center to be administered by Holyoke Community College; provided, that said home information center shall file a financial and programmatic plan with the house and

Continued on Page 2

SAC Urges Calls to Legislators

Greetings, The state budget is out of House Ways and Means, and debate on this "work in progress" will begin quite soon. We expect the full House to adopt its version of the budget by the first week of May. Your assistance in firming up support (and softening opposition) to a variety of MTA/MCCC/Presidents Council-supported amendments is needed NOW.

At a meeting last night, the Strategic Action Committee (SAC) worked out a plan to generate what we hope will be hundreds of calls to lobby for better college budgets and against the governor's proposal to increase your contribution to the State Employee Health Insurance from 15 to 25 percent.

Please call your state representative (don't lobby your senator yet) today and deliver the following messages:

Hello. My name is _____. I live in _____. I want to thank you for supporting public education

in the past, but I am concerned about two important issues this year:

1. I like to urge you and your colleagues to increase funding for public higher education to ensure that academic programs and services for Massachusetts students will not be cut. Please vote for budget amendments which will support investment initiatives which will lend support to our mission and increasing enrollments, grants to fund information technology, capital infrastructure improvements, ABE (Adult Basic Education) Learning Centers and more.
2. Please support maintaining the State Employee Health Insurance Premium contribution at 85 percent state-15 percent employee in the FY '02 State Budget.

Can I count on you to support these positions?

Thank you very much, etc.

Additional important notes for MCCC members:

- Personal visits and phone calls are the

most effective. In all your contacts, be clear, concise and polite. On most issues, legislators hear NOTHING from their districts, so your lobbying efforts are important and appreciated.

- Make the calls today. It will only take a few minutes. Report the results to your SAC rep. and/or local chapter president and they will report the results to the Strategic Action Committee. If this is not possible, report the results directly to me at jleblanc@necc.mass.edu
- If the rep. or aide gives you a sob story about the economy, etc., tell them "there is money". In fact, budget revenues are increasing, albeit at a slower pace than last year. Another interesting note: since 1988 state support for higher education has declined from 6.5 percent to 4.9 percent (of the total state budget).
- If they persist in telling you why there is no money, tell them to look at some of the 41 tax cuts passed in the 1990's, especially the rollback of the capital gains tax (a drain of \$400 million from the state's coffers), which gives 76 percent of its benefits to the wealthiest 1 percent of state residents (those with an annual income of more than \$1.5 million per year).
- We know the Speaker announced his opposition to the 25 percent health care contribution, but we expect amendments to raise it to 25 percent. It is important that as many nails be placed in this coffin as possible. If your rep. says he opposes the governor's proposal, say "thank you".

Thank you for your support.
Joe LeBlanc and Sandy Cutler,
SAC co-chairs ■

See the budget proposed by House Ways and Means for the Community Colleges.



Bylaw Committee reports at April 20th Board of Directors Meeting. Chair Carolyn Tetrault of STCC standing, Robert Gillies QCC retired, and Gail Stuart, NECC. Not pictured are John Jacobs of MBCC, and Yoav Elinevsky, MWCC.

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House Ways & Means...
Continued from Page 1

senate committees on ways and means by September 1, 2001; and provided further, that said plan shall include, but not be limited to, a framework to make the operations of said center self-sufficient not later than fiscal year 2003

7507-0100 For Massachusetts Bay Community College \$14,406,717

7508-0100 For Massasoit Community College; provided, that not less than \$274,700 shall be expended for the operation of Christo's II Culinary Arts Center \$20,659,947

7509-0100 For Mount Wachusett Community College; provided, that \$100,000 shall be expended for the operation of the Vietnam Memorial Community Fitness and Wellness Center at Mount Wachusett Community College; and provided further, that \$200,000 shall be expended for the Wood Technology center at Mount Wachusett Community College.. \$11,835,146

7510-0100 For Northern Essex Community College \$19,138,292

7511-0100 For North Shore Community College; provided, that \$60,000 shall be expended for an assistant to the director of the Lynn campus for facilities operations at said campus; and provided further, that not less than \$1,490,455 shall be expended for the post secondary education programs of the Essex Agricultural and Technical Institute operated by North Shore Community College \$21,098,766

7512-0100 For Quinsigamond Community College; provided, that \$956,000 shall be expended for costs associated with the transfer of courses from the Worcester technical institute, so-called \$15,249,519

7514-0100 For Springfield Technical Community College; provided, that \$606,920 shall be allocated for a reserve for the operation and maintenance expenses incurred by Springfield Technical Community College associated with the acquisition of the Digital property, so-called; provided further that said college may expend revenues in an amount not to exceed \$575,000 received from rent utility, and other charges for the operation and maintenance of said property; provided further, that \$235,336 shall be encumbered for an emergency reserve for unanticipated operating and maintenance expenses of

Springfield Technical Community College in the acquisition of the Digital property, so-called; and provided further, that \$334,250 shall be expended for the repair and replacement of windows at said college \$24,897,570

7514-0102 For the Massachusetts Center for Telecommunications and Information Technology through the Springfield Technical Community College assistance corporation, as established by chapter 273 of the acts of 1994; provided, that the amount appropriated herein shall include, but not be limited to, operating and maintaining cable television programming, distance learning curricula, telecommunications-intensive company facilities, and a small business incubator \$250,000

7515-0100 For Roxbury Community College \$11,117,734

7515-0120 For the operation of the Reggie Lewis Track and Athletic Center at Roxbury Community College \$1,045,182

7515-0121 For the Reggie Lewis Track and Athletic Center at Roxbury Community College; provided, that said college may expend an amount not to exceed \$273,100 received from fees, rentals, and facility expenses associated with the running and operation of national track meets, high school track meets, high school dual meets, Roxbury Community College athletic events, other special athletic events, conferences, meetings, and programs; provided further, that only expenses for contracted services associated with the aforementioned events shall be funded from this item; and provided further, that all year end balances associated with the Reggie Lewis Track and Athletic Center, on an annual basis, shall be transferred to the Reggie Lewis Track and Athletic Center Building Fund in accordance with chapter 772 of the acts of 1987. \$273,100

Reggie Lewis Track and Athletic Center Fund. 100.0%

7516-0100 For Middlesex Community College \$19,419,979

7518-0100 For Bunker Hill Community College; provided, that \$135,000 shall be obligated for the life focus center \$19,810,829

7520-0424 For a health and welfare reserve for eligible personnel employed at the community and state colleges \$3,182,263

MSCA Tentative Agreement



Members and Alternates of the MSCA Bargaining Committee: Back Row: John McKeon (Fitchburg), Gail Price (Bridgewater), Sam Schlosberg (Mass Art), David Twiss (Worcester) Middle Row: William Mahaney (Salem), Gerald Concannon (Mass Maritime), Gerald Tetrault (Westfield) Front Row: Patricia Markunas (MSCA President), Maynard Seider (MCLA), Brad Art (Chair/Westfield), Donna Sirutis (MTA Consultant), Frank Minasian (Worcester). Not pictured: Paul McGee (Salem), C. J. O'Donnell (Mass Maritime), Leonard Paolillo (MCLA)

On March 26 the Massachusetts State College Association (MSCA), bargaining agent for the over 2000 faculty and librarians of the eleven state colleges, reached a tentative agreement after more than three years of rancorous bargaining. The agreement included a substantial economic package and a post-tenure review article keenly sought by the BHE. The following is excerpted from an April 30,2001 Bargaining update by Negotiating Committee Chair Brad Art and published on the MSCA web-site (http//www.mscaunion.org), and represents his personal view of the MSCA negotiations and settlement.

“On March 26, 2001 the MSCA and

the BHE-COP reached an oral agreement on the terms of a successor to the 1995-1998/99/00 collective bargaining agreement. On March 30, 2001, the parties signed the written version of the tentative agreement. This is subject to ratification by the members of the Day Bargaining Unit. (The parties will continue to negotiate over distance education, technology, and related issues, however.) This long struggle began in August of 1997. Jim Carlin had declared war on you and all higher education professionals. On March 18, 1998, we entered into negotiations with Jim Carlin and confronted head on his obsession with elimi

Continued on Page 3

Biweekly Payroll Grievance Withdrawn

The MCCC filed a system-wide grievance in April, 1999 when it looked like the shift to a biweekly payroll would result in a delay of pay to unit members of two weeks relative to the schedule that existed before that shift. In May of 1999 the Executive Committee approved the grievance for arbitration. For a variety of reasons, some related to critical events in day contract negotiations, numerous postponements of that arbitration occurred. During that period, the MSCA, the State College bargaining unit, withdrew their grievance on the biweekly pay schedule, leaving the MCCC as the sole bargaining unit in the state grieving the pay schedule. In December of 2000, the Executive Committee decided to withdraw the grievance. The decision was quite controversial among segments of the unit membership. The text of the agreement to switch to the biweekly schedule, which was a piece of the 1998 three percent contract extension deal, suggested that employees would have no adverse affect. Whether unit members are adversely affected by the delays is questionable. The rationale for withdrawing the grievance included recognition of the fact that the MCCC had a significant bit of residual issues from the last contract to resolve. Significant issues like the hope that retirees would be able to apply classification to base, the large number of as yet unclassified recent hires, and the appeals process that will effect a significant portion of our members. A cool look at the effects of the delay reveals that one of the delayed weeks was a 53rd week that would have been paid in 2000. That week was paid on January 5, 2001. The second delayed week is an ongoing one week interval that will persist until retirement, when the unit member will be paid for his work in full- one week after he ceases employment. So in effect, the pay is not lost. This delay in pay is not unusual in other employment. The following statement was obtained from the executive committee regarding the decision to withdraw the request for arbitration: “The decision to decertify was not done lightly, but for serious practical and political reasons. The MCCC had to weigh the benefits that might be achieved with the potential costs, short and long term, to MCCC members. The analysis included likelihood of victory, the importance of other issues that might affect our membership, and the payoff if we succeeded. The HR-CMS system (bi-weekly payroll system) is near and dear to the administration in Boston, and is supported by the legislature. The MCCC achieved a positive relationship with the BHE, administration, and the legislature to achieve funding of the classification study. It is easy to forget, but a year ago funding the study, waited for over three years by our members, was at best a dream. Even four months ago many of our long time members, based on past experience, predicted that we would not achieve funding, despite a signed contract. And even when we did achieve funding, many were sure they would not have the money in their pockets for at least six months. These pervasive fears are easily forgotten, but the results we have achieved did not just happen. The MCCC continues to work with the BHE on the disbursement of salaries and tweaking the numerous unanswered questions that keep appearing over implementation of the classification study – a complicated and difficult process for all concerned. This requires a certain working relationship that should not be discarded lightly. Our members are seeing their classification increases much sooner than most predicted. In fact those increases, both for

professional staff and faculty, initially came from college operating budgets. For the first time our members’ raises had a higher priority than those of administrators. Further, although it originally looked like a two-week delay in pay, it turns out to be one week. There was also talk of a lost week when the matter surfaced, but that is not true. There is no loss of pay at all. There is indeed a week delay that occurred last April for those members on the payroll at that time. But it also turns out that members do better in the bi-weekly system than in the monthly system, even with that delay, with respect to dollars in pocket. This is because under the monthly system we could wait up to five weeks to be paid for a given week worked. Under the HR-CMS system we always wait two weeks. Also, the remedy if the arbitration was successful would not be clear. No arbitrator would, or could, find that the state should cease to implement this payroll system. And in fact the MCCC agreed to its implementation (albeit without knowledge of a week delay). Thus it is not at all clear what the remedy would be, even if we prevailed. In the end the Executive Committee weighed these and other factors and made a decision that the near and long term benefits to our members, including dollars in their pockets in this and future contracts, are greater without pursuing this arbitration.” (from the MCCC Executive Committee) ■

BHE Update on Paydays

The following is the schedule reported April 19, 2001 by the BHE.

April 13
Updates through 10/15/00 on
Seniority and Experience
Academic Credentials
Rank (faculty)
Points for satisfactory evaluations
not paid (10 points)*

April 27
Workshops at Worcester State College
on Retirement and on the Classification Study. A representative of the state retirement board will be present, and representatives of DMG
A. At 2 p.m. the appeals committees (Only) will meet with DMG
B. At 5, 6, and 7 p.m. there will be general sessions

April 28
Repeat of April 27 (B),
probably at 10, 11, 12.

May 11
-

May 25
Classify unclassified faculty; unclassified professional staff if DMG
done processing
Transferred faculty

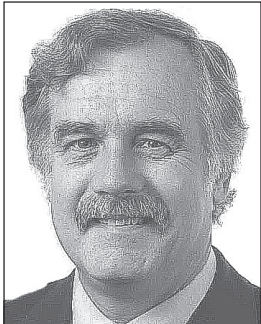
June 8
Classify unclassified professional staff
if not done on May 25
Transferred professional staff

June 22
Article 9 / 21.04 to retirees

* These points will be paid as soon as all data is collected and DMG certifies the procedure.
Committees formed by May 1
• Professional Development
• Licensures
• Student Evaluation Form ■

President's Message

May 2001... Join or Watch



Philip Mahler,
MCCC President

When a new employee joins the community college faculty and day professional staff ranks, they are asked to make a choice about joining the Massachusetts Community College Council or paying an agency fee. I'm glad to report that the overwhelming response is to join us.

My first union experience was in high school, working after school in a supermarket. I had to join the union - Retail Clerks (now United Food and Commercial Workers) - or at least had to pay dues. My initial reaction to the initiation fee and dues deductions was negative, but I got over it. As a part-time produce clerk I never saw any direct benefit of my membership. I earned minimum wage. But I did have a union card, and came to think that was a good thing.

I taught at a unionized community college in Michigan. After a semester of part-time teaching I got lucky and landed a full-time position. When I showed up for my first day, I was handed a picket sign - we were on strike! It lasted three or four days. I believe it was over salary, and the strike had the desired results.

In Massachusetts I joined the MCCC of course. I also attended chapter meetings - I had no interest in activism, but at least wanted to see who was doing what. When our Director retired I was pressured into doing that job, and the rest, to be trite, is history.

I am a supporter of unionism (one would hope!). Although there are certainly good people who control the purse strings and conditions of employment, that is not always enough to achieve dignity in the workplace - and this is more true in today's America than in the recent past. I do believe that we are all best served when we all have a voice, and the union is that voice for most of us.

By being a member of the MCCC, I get to vote in union elections, both local and statewide, and to run for office. I get \$1,000,000 of NEA Liability Insurance. I qualify for MTA legal assistance, and the discounts offered by MTA Benefits. I get MTA legal representation at unemployment hearings, which has been a distinct benefit to many of our DCE adjuncts. Bottom line, I get to participate and not watch passively on the sidelines.

NEA and AAUP data both confirm that community college faculty in public sector jobs pay more than independent two year colleges: nationally, \$48,672 versus \$37,205 in 1999-2000 based on the NEA 2001 Almanac. And public sector jobs benefit from collective bargaining agreements far more often than independents. Other data confirms that faculty with collective bargaining agreements are paid better than those without.

In 1999-2000 faculty on 9/10 month contracts in public 2-year colleges nationally was \$47,985. Massachusetts was \$42,560! But with the classification study in the new day Agreement, this has already changed dramatically. I am confident that a recomputation would show that we are now paid well above the national average, commensurate with many of our peer states. The study was the result of the union's insistence in bargaining that we needed to resolve the mounting salary inequities inside and outside of our system and achieve a mechanism for career progression. (By the way I cite faculty and not professional staff data because that data is not readily available on a national basis.)

DCE salaries rose 8% in the entire ten years before the MCCC secured a collective bargaining agreement for those adjuncts. Top of scale DCE salaries have risen an average of 7.5% PER YEAR in the ten years since that union agreement.

Most of my colleagues agree that it is better to have a union than not, and that it is better to participate as a member than not.

Although it's not printed there, every commonwealth community college, state college, and university diploma carries the union label. ■

Editorial Comment

Distance Early Warning *by Peter Flynn*

It's no secret that the President's Council has drafted a proposal for a community college centered statewide distance education delivery model for the BHE, including an outline of the system with funded administrative positions sketched in. Prominent in the plan is a Massachusetts Community College portal where students will locate and register for all courses originating and created, hopefully, at the existing community colleges.

Distance education is not a new idea. Briefly in the 1950's televised classes (mostly science classes) were relayed from State Universities to low population density area schools in the western United States from propeller planes cruising at 20,000 feet above the prairies. Magazines have perennially touted correspondence programs promising futures in technical careers ranging from cartooning to air conditioning, for the diligent. Some might interpret the decades of unrequited effort to launch distance education in various permutations as evidence that distance ed will never fly. Others see the same events as testimony to its persistence and inevitability.

Every recent academic conference has a nay-sayer who discounts the fiscal feasibility and future of distance education. Yet recent rapid advances in technology, more general access to affordable computer hardware, and the burgeoning enrollments in online courses suggests that the market is beginning to jell.

Personal computers, scanners, web cams, DVDs, television, radio, and telephones all are interfacing in homes across this land. This rapid convergence in interface will soon allow online courses face-to face communication, all the audio/visual media supplementation now deliverable in "smart" classrooms, and rapid feedback to student work. In fact, all these capabilities are now in existence and will quickly become affordable and available to community colleges and the faculty willing to engage them.

The colleges already have huge investments in computers, computer labs and teleconferencing capabilities. Most of this equipment was not purchased for distance education per se. But the half-life of computer equipment being agonizingly brief, whatever extensions of utility it has during that time becomes value added.

As prophets go unrecognized in their own land, the recently signed Distance Education Agreement has been met with tentative response among our unit members. The Agreement has sparked interest around the country where the issues echo at countless other institutions of higher education.

Be forewarned. The landscape of higher education is changing. In the next ten years developments in Distance Education will alter geographic factors influencing supply and demand of that commodity we produce, and hence, the conditions of employment affecting our unit members. ■

Day Negotiating Team Approved

The new Day Negotiating Team was approved by the MCCC Board of Directors at the April 20, 2001 monthly meeting. The team will include MCCC Secretary Phyllis Barrett, Joseph LeBlanc of NECC, Kathleen McDonough of HCC, Brooks Smith of CCCC, and Gail Stuart of NECC. MCCC President Phil Mahler, and Vice President Rick Doud round out the team in accordance with MCCC bylaws. ■

Visit the MCCC Website

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

Report Your Medical and Dental Insurance Concerns

Anyone having concerns about the GID Indemnity plan or Delta dental should report them to:

**New
Address!**

Nahum Abe Sherf
402 Paradise Road • Swampscott, MA 01907
Fax or phone 781-592-1330

**New
Address!**

MSCA Tentative Agreement...

Continued from Page 2

nating tenure, destroying shared governance, and transforming our colleges from a culture of relative academic freedom into a culture of centralized control. In exchange for his demands, Jim Carlin offered us 0% in each of three years.

After 75 negotiation sessions, we have come to this point of resolution. This resolution has both positive and negative elements.

On the negative side, there is a new post-tenure review procedure. On the positive side, we fought hard to build in protections, e.g., termination is not a result, it is constrained by the standards of just cause, and outside neutral arbitrators have broad power to make unit members whole.

On the negative side, there is "merit" pay, with all its attendant invidious possibilities. The amount can be up to \$1,500 in FY '02 and \$2,500 in FY '03. On the positive side, we were able to limit the harm of "merit" pay to one-time payments, thereby preventing lifetime losses to those of us unlucky enough to be outside the charmed circle of presidential favor.

Other economic elements:

Part-time Day Unit members will receive a 5% raise as of the '01 Spring Semester, a 5% raise as of the '01 Fall Semester, and a 5% raise as of the '02 Fall Semester.

Full-time members will have base rate increases of 8%, 3.75% and 3.25%, and in-rank adjustments (\$2,000, \$1,200, \$500). Terminal degree adjustments and promotion adjustments will increase. The minimum salary formula will increase, and unit members will not have to remain below the minimum salary formula during the term of this contract, since you will be able to add in your years of service and request a review of your salary.

Disappointing result: Even with this economic package, we will not reach a level of compensation comparable to that of faculty and librarians at peer institutions."

A ratification vote will be held on the campuses Tuesday, May 1 and Wednesday, May 2, 10:00 am to 3:00 pm. ■



April 20th Board of Directors Meeting, Phil Mahler, MCCC President; Phyllis Barrett, Secretary; and Rick Doud; Vice-President.

Know Your Day Contract

May, June 2001

- | | |
|------------------|---|
| May 1 | President's tenure recommendations and sabbatical decisions due |
| May 12 | MCCC Delegate Assembly 2001 |
| May 15 | Faculty submit college service and student advisement form |
| May 18-19 | MTA Annual Meeting, Boston |
| May 20 | Tenure decisions due |
| May 30 | Professional staff College service and student advisement forms due |
| May | Memorial Day celebrated |
| June 1 | Applications for sabbaticals for spring 2002 |
| June 1 | Professional Staff summary evaluations due |
| June 15 | Sabbatical requests to committee |
| June 15 | Student evaluation data tabulation reported |
| June 30 | Last day for Professional staff pre-evaluation conferences |
| June 30 | Evaluation of Part-time faculty in third appointment |

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. ■



Joe Rizzo, Chair of the MCCC Distance Education Team, & Michelle Gallagher MTA Consultant

Evaluation of Distance Education Faculty Negotiated

The Distance Education Agreement between the MCCC and the BHE took effect in 1998 and applies to both the Day and DCE units. This labor agreement was one of the first in the country dealing with this subject and established guidelines for assignment, compensation, intellectual property, class size, and course adaptation. It also provided that there would be no evaluation in either Day or DCE sections during the first two offerings of a course in a particular distance modality.

In addition, the agreement established the (labor/management) Distance Education Statewide Implementation Committee to deal with the evaluation of distance education faculty and other distance education programs and issues. After two years of consideration and study, this committee has negotiated the process, procedures, and forms for the evaluation of distance education faculty. Highlights of the agreement include:

Student Evaluation Form – A new student evaluation form suited to distance education will be utilized. A distinctive feature of this form is the inclusion of questions that relate to institutional support such as the reliability of the technology, and the college’s orientation of students regarding readiness to take a distance course. These questions will not be counted toward the evaluation of the instructor. Rather, they are intended to monitor the quality and efficacy of the college’s distance education

program. The evaluation will be administered after approximately 80% of the course is completed and may conducted by means that are reasonable and consistent with the delivery of the course.

Student Interaction Plan – Instructors will provide students with a Student Interaction Plan form detailing faculty availability to students and will note whether the course is synchronous or asynchronous. The form also includes information on the nature of student-faculty interaction in the context of the distance course.

Course Materials Checklist – This form is similar to that found in the Day and DCE contracts but modified for the application to distance education courses. Students will be made aware of course expectations at the time that the course is offered.

Instructional Observation – Synchronous courses, such as those taught through interactive teleconferencing, will be observed in a conventional manner. Asynchronous courses, such as on-line courses, will have a conference prior to the evaluation where the observational methodology will be determined. The Instructional Observation Form will indicate that the evaluator and the instructor are aware of method of the evaluation. The instructional criteria of the evaluation are also listed on the instrument.

All other terms of the pertinent collective bargaining agreements (Day and DCE) will be in full force and effect except as modified by the Distance Education Agreement and its evaluation provisions. For instance, the Day contract provides that tenured and non-tenured faculty are to be evaluated at a different frequency. Such would also be the case with the evaluation of these unit members when teaching a distance course.

The objective of this evaluation agreement was to find, through collective bargaining, a fair and pedagogically sound basis of evaluating instruction and learning in the distance education milieu while at the same time ensuring professional latitude and protecting academic freedom. These provisions may be alterable in future negotiations but will serve as a thoughtful and well considered foundation toward bringing the highest possible quality of distance education to community college students in Massachusetts. The Distance Education Agreement and the evaluation language and forms can be found at the MCCC website www.tiac.net/users/mccc/.

The MCCC representatives to the Distance Education Statewide Committee are Joseph Rizzo, Chairperson, Michelle Gallagher, MTA Consultant, Louise Deutsch of Cape Cod Community College, and Peter Flynn of Northern Essex Community College. Questions concerning the Distance Education Agreement may be directed to Joe Rizzo m3cdce@msn.com. Joe Rizzo and Michelle Gallagher are also available for campus visits in this regard. ■

Form DE-2 Distance Education Course Interaction Plan

This form is to be completed by the faculty of record. Students enrolled in this distance education course shall receive a copy of this completed form.

Course Title: _____

Faculty: _____

Telephone Number: _____

Office Hours: _____

(if any)
Mailing and/or Email Address: _____

Asynchronous Course	Synchronous Course	
Asynchronous: This form of distance education is characterized by an emphasis on “learning on demand” or “as needed communication” between students and faculty from multiple locations at times convenient to participants.		
Synchronous: This form of distance education entails the use of live, two-way communication among and/or between students and faculty in a scheduled or “fixed” point(s) of time(s), much like classroom-based instruction.		
This course may include, but not be restricted to, the following interactions:		
	YES	NO
1. in person meetings	<input type="text"/>	<input type="text"/>
2. telephone interactions	<input type="text"/>	<input type="text"/>
3. electronic interactions (email, internet ...)	<input type="text"/>	<input type="text"/>
If yes, dates, times, places are to be specified.		
Students are required to engage in the following interaction(s) for successful completion of this course:		

Form DE-3 Page 2

	5	4	3	2	1	N/A
13. To what degree were students encouraged and given the opportunity to interact with the instructor?	_____	_____	_____	_____	_____	_____
14. To what degree did the instructor return assignments and tests in a timely fashion?	_____	_____	_____	_____	_____	_____
15. How fair was the instructor’s method of evaluation of student performance?	_____	_____	_____	_____	_____	_____
16. How closely did the instructor’s method of evaluating student performance conform with the course syllabus?	_____	_____	_____	_____	_____	_____
17. To what extent did the instructor assist you with the course materials when help was requested?	_____	_____	_____	_____	_____	_____
18. To what extent was the instructor available at scheduled times?	_____	_____	_____	_____	_____	_____
19. How effective overall were the course materials?	_____	_____	_____	_____	_____	_____
20. How well did the technology perform?	_____	_____	_____	_____	_____	_____
21. How well prepared were you at the beginning of this class for the technology used in this course?	_____	_____	_____	_____	_____	_____
22. How comfortable are you now with the technology used in this course?	_____	_____	_____	_____	_____	_____
23. To what degree do you think the technology used in this course was effective in achieving the course objectives?	_____	_____	_____	_____	_____	_____
Would you take a distance education course from this instructor again?						
Circle:	Yes	No				
Comments (print legibly): _____						

Sign: _____ Date: _____						

Selected Pages of Distance Ed Evaluation Forms. Form DE-2 Interaction Plan and Page 2 of Student Evaluation listing “technology questions.”
For Complete Distance Ed Forms
Visit the MCCC Website <http://www.tiac.net/users/mccc/>

MCCC News

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Editor:
Peter Flynn

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