

MSCA PRESIDENT'S MESSAGE

**If You Have Only One Hour to Give to Your Union This Month...
...give it to the campaign of a legislator who will support our issues come January.**

Patricia V. Markunas

The Legislature has historically funded public colleges and universities at a higher level than has been proposed by the current governor or his three predecessors. The Legislature has been our saving grace in terms of stopping Romney's "reforms" of the state employee pension and health insurance systems and derailing his ill-conceived attempts to reorganize public higher education. Legislative leaders have promised to override Romney's mean-spirited vetoes of long-overdue retroactive pay increases for our colleagues in APA, AFSCME and UMass.

Given the increasing frustration with the collective bargaining process, it is becoming clear that the Legislature will be the only place where real progress can be made. Proposals to amend the collective bargaining law have been made over the years; this could be the year when this legislation finally gets a serious look and some action. The college presidents' recently released salary study demonstrates that state college faculty and librarians deserve nearly an 18% increase in salary just to compete with peers nationwide, another issue that needs legislative support.

We can do all of the lobbying we want and schedule as many state house rallies as people can go to, but the bottom line is this: **legislators remember the people who help get them elected and they pay attention to their issues once the election is over.** If every member of the MSCA could give even one hour to a contested legislative campaign between now and November 2nd, it would make our work fighting for decent contracts, sufficient campus budgets and protection of benefits that much easier.

MTA has targeted about 10 Senate races and a comparable number of House races as particularly important and closely contested. We need victories in each of these races — more importantly, **we need to be part of those victories.** Call or email your chapter president **today** to find out where you can volunteer your time and energy. Or call or email my office (978-542-7282 or <Pmarkunas@aol.com>). Or call or email our MTA Consultant, **Donna Sirutis** (800-392-6175 or <dsirutis@massteacher.org>). It is truly the most important phone call or email you will initiate today.

Thank you.

"Give my mom a raise!" — Sociology chairperson Michele Ethier's son, Nate, joins her in protest Sept. 29 at Massachusetts College of Liberal Arts. Behind her are (left to right) Professors Michael Birch and Carrie Jones-Birch and Librarian Linda Kaufmann.

'Day of Outrage' - page 4

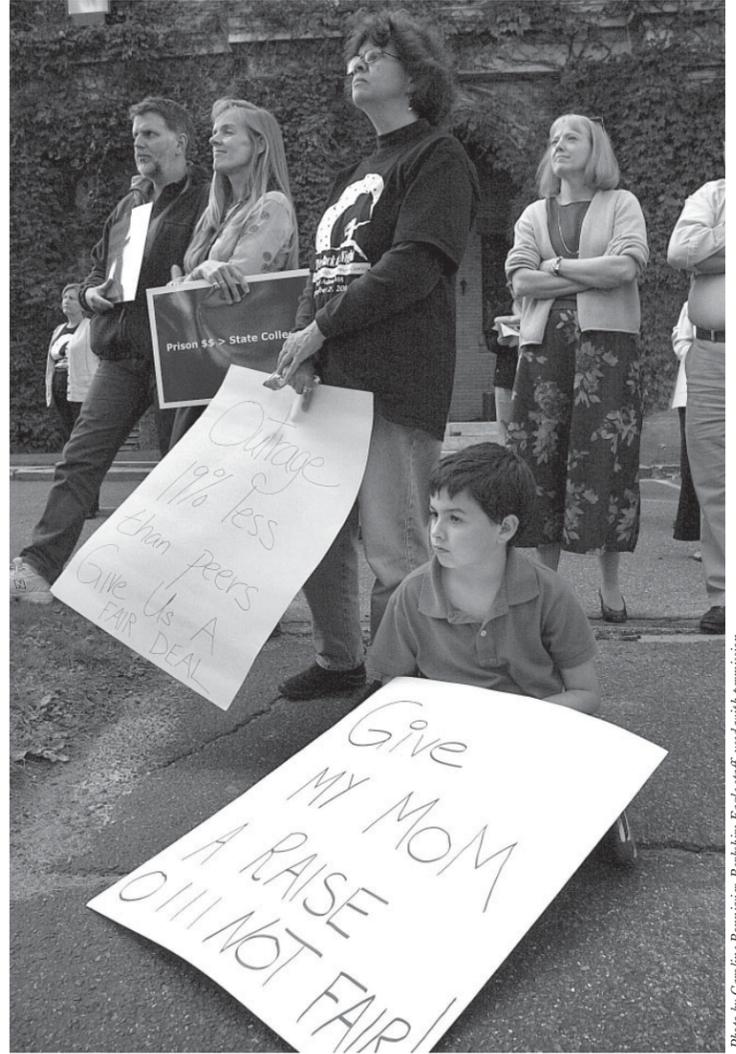


Photo by Caroline Bonvicini, Berkshire Eagle staff, used with permission.

Everything You Always Wanted to Know About the State Ethics Commission Ruling (But Were Afraid to Ask)

In July, the State Ethics Commission issued an advisory opinion on the potential for conflict-of-interest when faculty require students to purchase materials from which faculty members receive financial benefit. Questions about the process mandated by the Ethics Commission have arisen since the opinion has started to reach the campuses.

Q—"Can I get a quick summary of the ruling by the Ethics Commission?"

A—Here is a quotation from the Ethics Commission: "you may not, as a state college professor, assign textbooks you have written to your students unless you first receive a written determination from your appointing authority...." However, **the requirement applies only if you benefit financially** when your students purchase such textbooks. If you receive no income from assigning self-authored textbooks to your students, or if you donate such income to charity, you are not required to seek the written determination.

Q—"I have a right to assign anything I want to without getting a determination from my president, don't I?"

A—No.

Q—"What do you mean? Where's my academic freedom?"

A—Academic freedom is set forth in the Day and DGCE contracts, but under

state law, certain statutes take precedence over collective bargaining agreements. The state conflict-of-interest law, Chapter 268A, is one of those statutes. The Ethics Commission took steps to minimize the impact of Chapter 268A on the academic freedom of state college faculty by establishing a procedure for faculty make a disclosure to their college presidents and have a review done by their college presidents.

Q—"I'm a librarian, and I teach courses at the college for which I sometimes assign materials I have authored. The Ethics Commission Opinion refers to 'professors.' That means I don't have to go through the disclosure process since I'm not a professor, right?"

A—Wrong. Everyone who teaches courses and requires students to purchase self-authored materials may be covered.

Q—"Why is the Ethics Commission getting involved in this?"

A—A member of the state college faculty asked the question of the Ethics Commission, which issued an opinion in response. The concern is that a faculty member or librarian who requires students to use a book he or she authored would be using his/her position as a state employee in order to secure a personal economic advantage, which creates a conflict of interest.

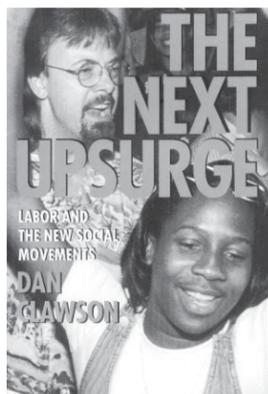
Continued on page 3

Higher Education and the Next Labor Upsurge

An interview with Dan Clawson, author of *The Next Upsurge: Labor and the New Social Movements*

Author of several books and numerous articles on labor, politics and society, Dan Clawson is professor of sociology at the University of Massachusetts at Amherst and president of the faculty union (the Massachusetts Society of Professors). The following is excerpted from a conversation among Clawson, Maynard Seider, president of the MSCA chapter at Massachusetts College of Liberal Arts, and Ben Jacques, Perspective editor.

In his latest book Clawson argues that labor cannot advance through small, incremental steps, but needs to be part of "the next upsurge," fusing its progressive goals and tactics with other social movements. That's how labor gained real power in the '30s and '40s. Labor's failure to connect with the movements of the '60s helped contribute to its weakened state today. An optimist by nature, Clawson provides numerous case studies that suggest new directions labor can take in the current economic and political climate. A long-time faculty member at UMass/Amherst, Clawson initiated a new course last spring, *Crisis in Higher Education*, which enrolled 150 students. The course gave students insight into the political and ideological struggles taking place in higher education today, and became a workshop for civic and political action.



SEIDER: Why this book, *The Next Upsurge*, at this time?

CLAWSON: For some time I had been trying to think about how we could have a more effective labor movement and a different world. When John Sweeney was elected as president of the AFL-CIO in

1995, the labor movement announced it was going to try to transform itself. I saw this as an opportunity to reflect on what was happening. I was also aware of the ways higher education has come under assault and the need to respond.

JACQUES: In light of your call for labor to join with other social movements, what is your prescription for public higher education today?

CLAWSON: If something is understood to be just a union issue, it's very hard to build public support for it. Unions simply don't have that high a standing with the general public or the press. I think the message of the book is: the more narrow we are, the more we think in old lines, in "just us" terms, the less likely we are to win. We have to broaden our appeal. That was one of the keys in our recent Save UMass campaign.

Even though our campaign was happening right when we had unfunded contracts, we didn't focus on unfunded contracts—maybe we should have given them more attention—we focused on budget cuts and what they were doing to the university, and what kind of vision of the university we had. It wasn't just the faculty union. It was the faculty and the professional staff and the clerical staff and the maintenance workers and the graduate students. We also tried to connect to the undergraduate students. As a part of that campaign we had the students write home to their legislators, and we sent letters home to the students' parents. In our Save UMass campaign we generated 10,000 letters.

SEIDER: Should we ally with other social causes even though we're competing for limited state funds?

CLAWSON: That's the next step. We're not there yet. But we have to build an alliance that's broader than higher education. We certainly don't want to take away from K-12, or take away from the homeless or nurses. We need that larger connection in order to build broad public support. We've done very well in that it's not just one campus, one union; it's all the unions on all the campuses and Higher Ed Unions United is a major step forward. But we have to take another step. And we need to be thinking about that in September and October, rather than March and April when the budgets are already out.

JACQUES: Are there cultural obstacles in higher education to union activism?

CLAWSON: Faculty often have mixed feelings about being in a union and about acting politically. They might be willing to pay their union dues, but they'd like someone else to do the politics for them. I think that's changing, at least on this campus, partly as a result of our successful contract, and partly as a result of the massive assaults that have taken place on us and the obvious inability of the administration, or anyone else, to address the problems.

There is a second cultural problem. On one hand we have a very high standing with the general public. But on the other hand, the right wing has been successful in planting in many people's minds the notion that we only work a few hours a week, and that we are extremely privileged with no dedication or commitment. Why should they support us?

Furthermore, on a national level states have been moving away from their commitment to public higher education. To restore higher education budgets to the same level as existed in 1980, states would need to increase their funding by almost 50 percent!

SEIDER: Education has been cut, but not funding for prisons.

CLAWSON: If you look at Massachusetts, in 1980 we spent three times as much on public higher education as on prisons. This past year we spent more on the prison system than on higher education. So we've gone from having three times as much as the prisons to less than prisons have. That's a crazy set of priorities.

JACQUES: Why do our students seem to know so little about the labor movement?

CLAWSON: I think it's a fundamental problem. A fairly large portion of the population now goes to college. The fact that they know so little about unions when they get out is a condemnation of us. As faculty and union members, we ought to be thinking about how to teach them about unions, not only in the Labor



Sociology professor and author Dan Clawson.

Studies Department, but in the English Department. In lots of ways you can't read *Grapes of Wrath* unless you know something about unions. You can't understand what's going on unless you do.

Take me as an example. I care deeply about the labor movement. I've spent a lot of time writing this book. Yet in my introductory class—Race, Gender, Class and Ethnicity—I do a worse job teaching my students about class than I do about race or gender. They learned about the importance of race from the Civil Rights Movement, even if they weren't born until long after it was over. They learned about the importance of gender from the Women's Movement. But it's been a long time since there was a labor movement that penetrated their consciousness. Lots of them have an image of unions that's not remotely what I see, or would like to see. We have to find ways to connect to them, and to get them to think about these issues and get away from the stereotypes.

SEIDER: At the state colleges we're in a second year without a contract. Thinking about the model of nurses, some of them have been very successful making the argument that what they are doing is not just for themselves but for the safety of their patients. Have you had any luck in making those kinds of quality arguments?

CLAWSON: You're tackling exactly the right problem. You don't want to take actions that end up hurting students and turning all of your allies against you. Sometimes that's the only option you have. But you really want to have persuaded them that it's necessary before you do. I don't have the solution. But I have been thinking about how to build alliances with students and parents. Last semester in my *Crisis in Higher Education* class, and in our teach-in, we talked to students about what was happening on campus and why it was a problem. Then we passed out envelopes and said: "We'd like to send letters home to people that you know—parents, relatives, neighbors, anybody you want. Just write their names and addresses on them, and we'll send a letter home about what's happening." It was voluntary, and we paid for the stamps. Ideally, every department, or every instructor, writes a separate letter explaining what is happening and how it affects the quality of education we are providing. Maybe it's a zeroxed letter, but sign it individually and put on it, "If you want to be in touch with me to talk about this, I'd love to talk, here's my phone number. Here's my email."

I believe that to turn around public higher education as unions, by ourselves, we can't possibly do it. We have to be developing an agenda that speaks to students and parents and alumni, and we have to be mobilizing them as well. What we want is top quality public higher education that is accessible to students. And that's what students and parents want.

The outline for Clawson's course, *Crisis in Higher Education* is posted at <http://courses.umass.edu/soci293c>.

MSCA Perspective

A publication of the Massachusetts State College Association, the faculty and librarian union for the nine state colleges in Massachusetts.

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Massachusetts State Colleges Council of Presidents: www.mass-state-col.org

Board of Higher Education: www.mass.edu

Massachusetts Community College Council:
www.mccc-union.org

Ethics Ruling *Continued from page 1*

Q—"What happens if I don't do this disclosure and assign my book anyway?"

A—Maybe nothing. Or the Ethics Commission may learn of it and impose a fine or seek criminal penalties against you. Or the college president may decide that your failure to make the disclosure is a substantial and manifest neglect of your professional duty and take action to discipline or fire you (if tenured) or deny tenure or not reappoint you (if not tenured).

Q—"So what is the union doing about this?"

A—The MTA's Legal Services Division is researching the question of whether the Ethics Commission has exceeded its authority in mandating this procedure. The MSCA has reviewed this at the Employee Relations Committee meeting to assure a uniform procedure for implementing the Ethics Commission's instructions. The MSCA has maintained to the employer's representatives that if a unit member is denied permission to assign a self-authored textbook, the denial would be subject to the grievance procedure in the applicable collective bargaining agreement.

Q—"What happens if I make the disclosure and the college president or other designated college employee tells me I must not assign my book?"

A—File a grievance. The Chapter Grievance Officers have been alerted to the possibility that some faculty may be instructed not to use self-authored materials and they have been advised about how to proceed with grievances.

Questions concerning this opinion can be directed to your chapter grievance officer or Donna Sirutis (day unit consultant) or Bob Whalen (DGCE unit consultant) at MTA (800-392-6175).

MSCA Contracts Available Online
 The 2001-2003 day unit contract and the 2003-2006 DGCE unit contract are available on the MSCA website <www.mscaunion.org>. Hard copies of both contracts are available through your chapter office or the MSCA President's office.

Yes, ORP Members Are Affected by Offsets

Faculty and librarians who have enrolled in the Optional Retirement Program (ORP) are subject to the same Social Security offsets as those in the State Employee Retirement System (SERS). This corrects a statement we made in a September *Perspective* article on efforts to repeal Social Security offsets rules.

According to Board of Higher Education figures, 572 MSCA members have enrolled in the ORP, which allows them to invest in privately managed retirement accounts instead of the state retirement plan.

Peter Tsaffaras, ORP plan administrator, said that because state employees enroll in the ORP in lieu of the state retirement program, they are still affected by federal laws that make Massachusetts public employees subject to the Social Security offsets.

Pat Markunas, MSCA president, urged all members to call for the repeal of the offsets. "Those in the ORP have every reason to join the fight to end the Social Security offsets, which punish all of us for serving the public." Members should continue to contact their U.S. senators and representatives on this issue.

Push for Kerry Votes in Key States

Contact your friends and relatives in New Hampshire, Maine and other key states to urge them to get out the vote for John Kerry for President.

That's the message from MSCA, MTA and NEA as educators in Massachusetts and across the nation prepare for the Nov. 2 presidential elections.

U.S. Senator John Kerry has won the endorsement of the national and state teacher unions for his promises to reinvest in public education.

Other toss-up states include Florida, Iowa, Minnesota, Missouri, Nevada, New Mexico, Ohio and Wisconsin. The race is considered close in Arizona, Colorado, Delaware, Michigan, Oregon, Pennsylvania, Washington and West Virginia.

To review John Kerry's position on education, visit the candidate's website <johnkerry.com> or the members' area of the MTA website <massteacher.org>.

Schedule for MSCA Board Meetings - 2004-2005 (Approved 6/4/04)

Regular meetings of the MSCA Board of Directors begin at 10:00 am and usually adjourn around 3:00 pm. Meetings are open to all MSCA members in good standing — full-time, part-time and DGCE. Some time is set aside on the agenda each month for visiting speakers. If you are an MSCA member and wish to address the Board on an issue of concern, please contact the MSCA President's Office <Pmarkunas@aol.com> to request a place on the agenda or with any other question about Board meetings.

- November 5 Framingham State College
McCarthy Center/Fireplace Lounge
- December 3 Framingham State College
Forum
- January 14 TBA
(tentative)
- February 4 MTA – Auburn
Large Conference Room
- March 4 MTA – Auburn
Large Conference Room
- April 1 MTA – Auburn
Large Conference Room
- April 29 Framingham State College
McCarthy Center/Fireplace Lounge
- April 30 Framingham State College
Delegate Assembly Forum
- [May 13 -14 MTA Annual Meeting
Hynes Auditorium/Boston]
- June 3 Westfield State College
Private Dining Room/
Dining Commons

***If the facilities at Framingham are not available for 4/29 and 4/30, these meetings will be held at Worcester State.*

MSCA Committees Appointed for 2004-2006 Term

At its meeting of October 1st, the MSCA Board of Directors appointed the MSCA members listed below to the MSCA Standing and Ad Hoc Committees indicated. Members will serve a two-year term from that date. On October 8th, all committees, except for the Credentials and Resolutions Committees, were convened to elect a chairperson to serve for the same term. The names of those members elected as chairs appear in italics below.

Vacancies remain on several committees. If you are interested in filling any committee vacancy listed for your chapter, please contact the chapter president on your local campus. All members in good standing (full-time, part-time and DGCE) are eligible to serve on MSCA Committees.

On behalf of the MSCA, we thank those members who have volunteered their time and energy to represent their colleagues in the important work of the MSCA.

Chapter	AA/EO/ DIV	Credentials	Day Bargaining	Day Bargaining Alternate	DGCE Bargaining	DGCE Bargaining Alternate	Elections	Grievance	Legislation	Resolutions	Salary Database
Bridgewater	Lee Torda	Jean Stonehouse	Gail Price	Jean Stonehouse	Gail Price	Jean Stonehouse	Sandra Faiman-Silva	Sandra Faiman-Silva	<i>Sandra Faiman-Silva</i>	Sandra Faiman-Silva	Glenn Pavlicek
Fitchburg			Peter Hogan	Charles Hetzel	John McKeon		Charles Hetzel	Peter Hogan			
Framingham			Alan Feldman	John Ambacher				John Ambacher			
Mass. Art			Sam Schlosberg	Nancy Cusack	Ben Ryterband			Sam Schlosberg			
MCLA	Joseph Ebiware		Leonard Paolillo	Maynard Seider	Leonard Paolillo	Maynard Seider	<i>Deb Foss</i>	Joseph Ebiware			
Mass. Maritime	Linda LeTourneau		C.J. O'Donnell	Joseph Murphy	<i>C.J. O'Donnell</i>		C.J. O'Donnell	Joseph Murphy			<i>C.J. O'Donnell</i>
Salem State	Tracy Ware	John Otieno	Paul F. McGee	Amy Everitt	Nancy Schultz	Michele Sweeney	Amy Everitt	<i>Margaret Vaughan</i>	Elizabeth Coughlan	Nancy George	Patricia Markunas
Westfield		Stephen Adams	<i>Brad Art</i>	Gerald Tetrault	Jack Shea	Jack Szpiller	Gregg Neikirk	Gerald Tetrault	Ken Haar	Marilyn Sandidge	
Worcester	Lori Dawson	Bruce Cohen	Dan Shartin	Corey Dolgon	Corey Dolgon	Dan Shartin	Julie Frechette	Anne Falke			

IN THE ASSOCIATION

September 29 – MSCA's Day of Outrage

Battling wind and rain, faculty and librarians across the state expressed their outrage at two years without a pay increase, stalled contract talks and demeaning language proposals. Some appeared in academic regalia, others in mourning clothes. Members picketed at busy curbsides, rallied students and legislators, and spoke on radio and TV. One campus mailed union-busting proposals to the governor marked "Return to Sender." Thousands of letters were sent to Governor Romney, urging binding arbitration to settle our contract.

The picketers' signs drew signals of solidarity and a few smiles. Placards ranged from "Sympathy is No Substitute for Action," to "Give My Mom a Raise" and "Mississippi—Mitt's Miracle."

The coordinated protests came the day after state college presidents and trustees released a study showing state college faculty earn substantially less than those in peer institutions. It also followed Governor **Mitt Romney's** veto of retroactive pay raises for over 13,000 of our higher education colleagues.

Here's a quick recap of campus activities:

Worcester: About 50 members protested in the rain, engaging the public, students and the media. Faculty met with President **Ashley**, who had earlier joined in the protest, to demand the withdrawal of Council of President (COP) language proposals.

Fitchburg: Over 300 people rallied and cheered speeches by legislators, candidates and President **Antonucci**. Participants mailed 242 letters to the governor and legislators about the status of negotiations.

Framingham: Students walked out of classes and demonstrated in support of protesting faculty and librarians. Twelve hundred letters were sent to the governor.

Westfield: Faculty members rallied, then marched to President **Carwein's** office. Chapter President **Tetrault** aired faculty viewpoints on local TV.

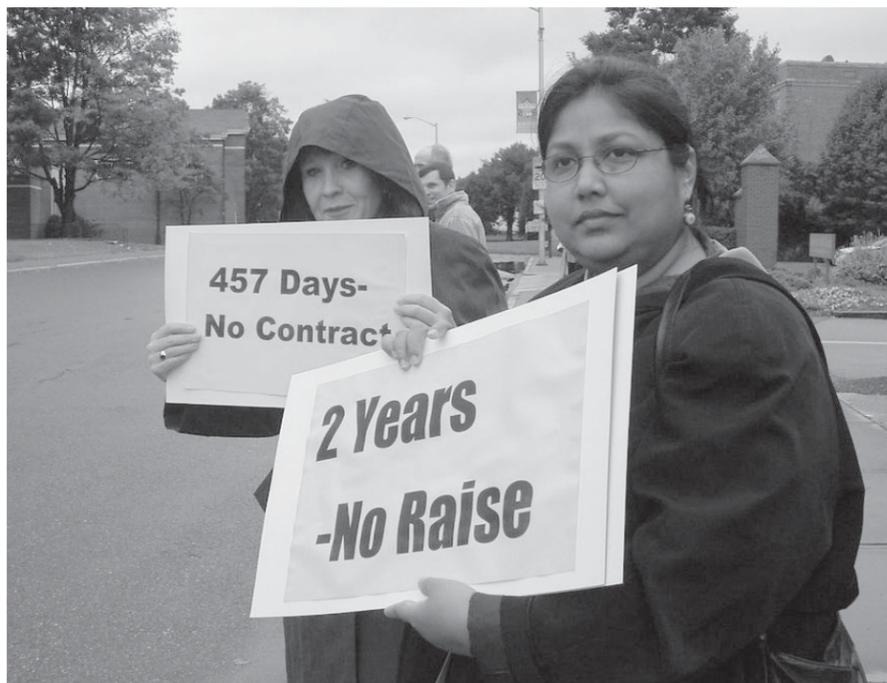
MCLA: About 100 members and supporters gathered for an afternoon rally, which included speeches by faculty, students, AFSCME and APA leaders, and local politicians. The protest was covered by three newspapers and two radio stations.

Bridgewater: Members armed with umbrellas and some dressed in mourning braved torrential rain. Faculty penned letters, and chapter representatives met with President **Mohler-Faria**, urging him to withdraw the COP's proposed language.

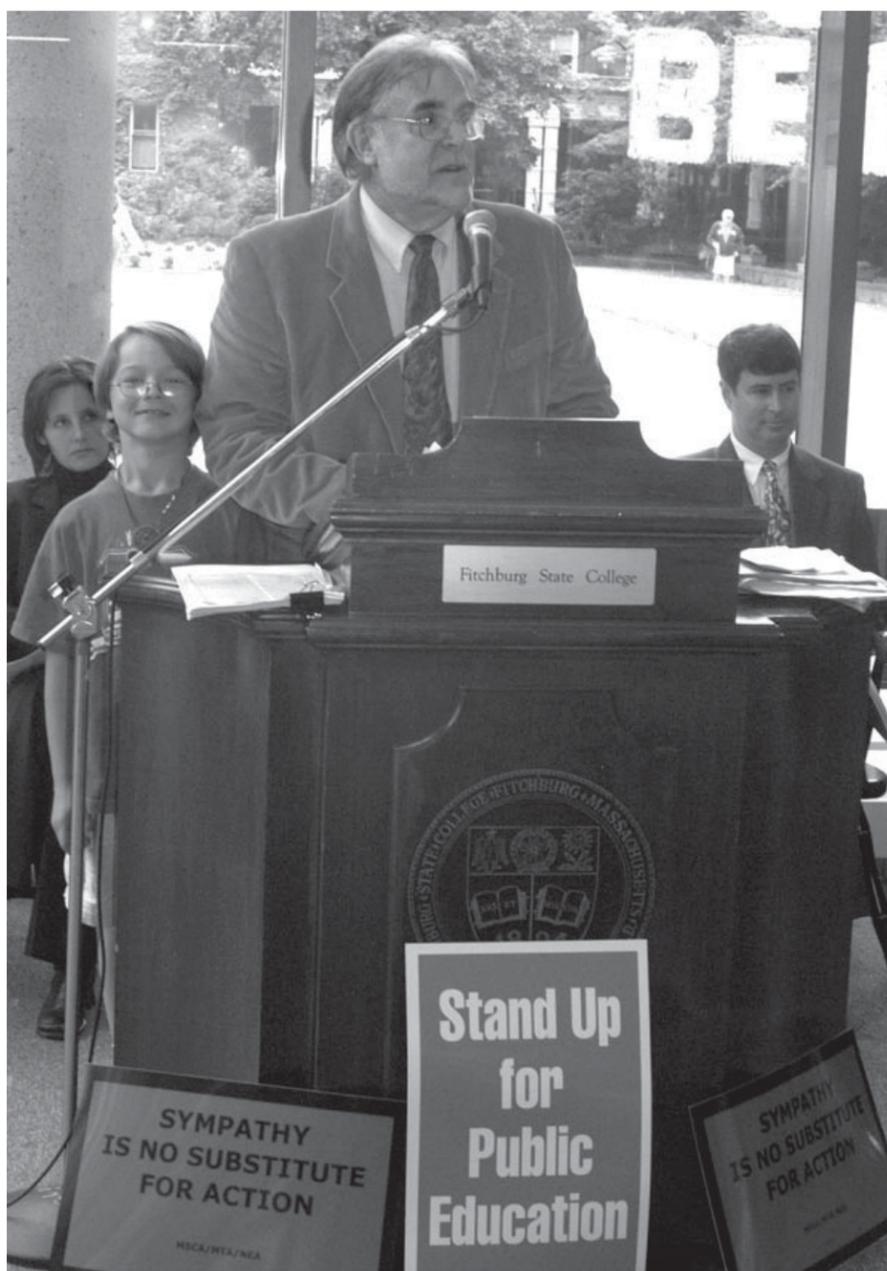
Maritime Academy: Members gathered in driving rain for three informational picketing sessions. They were joined by staff from APA and AFSCME

Mass Art: Members distributed 1,000 leaflets after being driven indoors by the bad weather. Chapter President **Schlosberg** met with President **Sloan**, insisting that the COP drop its language proposals and focus on compensation issues.

Salem: Over 60 members picketed in a windy downpour, some dressed in caps and gowns. Faculty passed out leaflets, then marched to President **Harrington's** office, where members voiced their concerns about the status of bargaining.



Worcester State College faculty members **Carol Eliadi**, Nursing, and **Kay Soysa**, Psychology, take a simple, yet forceful message to the public on the "Day of Outrage," Sept. 29.



Charlie Hetzel, Fitchburg State chapter vice president, "stands up for public education." He is joined by his 7-year-old son, **Lee**. Seated behind them are **Jennifer Flanagan**, Democratic candidate for the State House, and Senator **Robert Antonioni** (D-Leominster).



At Bridgewater State College a veiled **Gail Price**, MSCA treasurer, joins **Glenn Pavlicek**, Math and Computer Science, in mourning the lack of a contract.



Lin Haire-Sargent, professor at Massachusetts College of Art, urges a student to sign a letter of support for faculty and librarians, to be sent to Governor Romney.