

## WE DID IT!!!

### Contract Funding Secured; 85/15 Insurance Premiums Preserved

The Massachusetts Legislature, in unanimous roll call votes in both houses, passed the MSCA contract funding bill (H4785) in formal session on December 5th. The legislative action capped several months of increasingly intense lobbying activity to insure the bill's passage. The bill will be sent to Acting Governor Jane Swift, who has pledged in writing to sign the bill.

After the governor's action, the funds must be appropriated and sent to the campuses for payment to the membership. It is expected that pay increases and retroactive monies will be paid out six to eight weeks after the appropriation has been made.

### State Employee Health Insurance Premiums

Another victory for the MSCA membership was the preservation of the current level of state employee health insurance premium contributions. Set by the Legislature at 85% paid by the state and 15% paid by the employee, an expected gubernatorial veto to change the contributions to 75% paid by the state and 25% paid by the employee did not materialize.

The governor's support of the current level of contributions stands in sharp contrast to her two predecessors, who annually vetoed the Legislature's recommendation on this issue, only to have the vetoes overridden.

### Early Retirement Incentive Program (H4767)

To avoid substantial state employee layoffs, the governor has submitted a bill to establish an Early Retirement Incentive Program for state employees, including those in public higher education. The proposal would

grant a combination of five years of service and/or chronological age to be added to the employee's retirement status. A maximum of 6,700 state employees could receive this benefit, which has certain other eligibility restrictions. Local chapter presidents have a copy of the bill.

Members who are interested in passage of this program should contact their local legislators. Updates will be posted on the MSCA website.

### MECT Review Authorized

The Massachusetts Educator Certification Test (MECT) was implemented to disastrous results in 1997. MTA filed legislation each session for an independent, scientific review of the validity and reliability of the MECT as a test for teacher certification. The Legislature adopted the legislation in each session, only to have it vetoed by the governor.

The bill calling for the independent review of the MECT was incorporated as part of this year's budget passed by the Legislature. Governor Swift, in another break with her predecessors, did not veto this line item, and the scientific review will go forward. Thanks must be given to SSC Professor R. Clarke Fowler, whose assistance to the MTA lobbyists on this issue proven invaluable.



At the State House on December 5th (from the left): Robert Whalen, MTA Consultant; Joanne Blum, MTA Director of Governmental Relations; Priscilla Lyons, MTA Director of Higher Education; Catherine Boudreau, MTA Vice President; Patricia Markunas, MSCA President; Frank Minasian, MSCA Vice President; Donna Sirutis, MTA Consultant; and Edward Sullivan, MTA Executive-Director.

### Public Higher Education Funds Cut

In the wake of the recession and dramatic revenue shortfalls, the final FY 2002 budget for public higher education was cut substantially. Large cuts were also made in accounts for student scholarships and library material acquisitions. Additional cuts for higher education are expected for the FY 2003 budget, to be developed by the Governor and sent to the Legislature in early January. As we go to press, final FY 2002 figures are not available, but should be posted on the MSCA website for members' review.

## President's Message

Patricia V. Markunas

It should not have been this hard to secure the funding of a collective bargaining agreement negotiated in good faith by both parties. But this is Massachusetts, and the year is 2001. And this is the story.

Last winter, during legislative committee hearings, I was assured, publicly and repeatedly, by representatives and senators on the House Ways and Means Committee, the Joint Committee on Public Service, and the Joint Committee on Education that, once our negotiations were concluded, the Legislature would follow through on funding the agreement.

On March 26th, after three years of contentious negotiations, the MSCA Bargaining Committee reached tentative agreement with the Board of Higher Education for a new contract. The memorandum of agreement was finalized and initialed on March 30th; it was ratified by the MSCA membership on May 4th; and the Acting Governor, from her hospital bed, signed the agreement herself and sent the funding legislation as a supplemental to the FY 2002 budget to the Legislature on May 10th.

The campuses funded an initial pay increase, with retroactive monies, in late May. We were assured that, once the FY 2002 budget was adopted, the supplemental bill with the rest of the contract funding would soon follow.

It took 12 or 13 meetings during July and August to finalize the formal, 350-page agreement, which was initialed page by page on September 4th and shipped to the printers. But rumblings that the funding would not be as automatic as promised had already begun.

Early in August, rumors circulated that neither the budget nor the contract funding would be enacted until November. The MTA lobbyists swung into action, urging passage of our contract funding prior to the finalization of the FY 2002 budget. Chapter presidents were asked to get their members' support for this action. On August 8th, I met with Senate

President Thomas Birmingham and secured his commitment to fund the agreement, a commitment from which he and the Senate never wavered.

A deficiency (temporary) budget for FY 2002 was filed at the end of August. Another message was sent to the MSCA membership for lobbying activity. The Senate Ways & Means Committee included our contract funding in the deficiency budget; the House Ways & Means Committee did not. Thus, the House leadership made the contract funding a bargaining chip in the stalemated budget talks between the House and the Senate.

Revenue figures for the state began to fall, and the word "recession" started to appear in the news.

And then came September 11th, a day none of us will ever forget.

On September 25th, Secretary of Administration and Finance Stephen Crosby announced the beginnings of major budget cuts for the current budget year, and stated that state agencies would have to "absorb" their collective bargaining costs into existing appropriations. Arline Isaacson and I were at the State House that day, working on the Domestic Partnership Bill. We were able to meet with dozens of senators and representatives to begin the lobbying process to counter the administration's strategy of dealing with the shockwaves to the state's economy.

On October 2nd, Board of Higher Education Chairperson Stephen Tocco announced that "there would not be any unfunded contracts on [his] watch" and pledged his support to insure funding. On October 5th, the MSCA Board of Directors unanimously adopted a legislative strategy to get the contract funded and to protect the current breakdown of contributions to state employee health insurance premiums. MSCA officers and chapter presidents, state college presidents and administrators, the MTA governmental relations staff and the MTA executive director, and the BHE chairperson and chancellor met with the Senate President, the House Speaker, the Governor, and legislative rank and file to press for the contract's funding.

continued on page 2

### Check the MSCA Webpage Over The Break

Members can check the MSCA webpage <[www.mscaunion.org](http://www.mscaunion.org)> over the semester break for updates on the progress of the contract funding, the early retirement bill, and other issues of concern.

Non-Profit  
U.S. Postage  
PAID  
Permit No. 93  
Salem, MA

MSCA Communications  
Salem State College  
Salem, MA 01970



**President's Message***continued from page 1*

The MSCA membership poured enormous effort into letter-writing, email messages and meetings with their local reps and senators. A postcard campaign involving all 92,000 members of MTA was initiated to support the funding of all the higher education contracts. Thousands of postcards were sent to the Governor, the Speaker, the House and the Senate. Throughout October and November, there were numerous reports that the funding would be taken up, reports only to be reversed within hours.

In the days before Thanksgiving, the Governor pledged to sign all collective bargaining agreements sent to her by the Legislature and to include the costs in the base budgets of state agencies. On November 21st, the Speaker finally made a public commitment to fund the MSCA contract, among others, no later than December 5th. Reportedly, he told someone "to tell those people at MTA that they could quit writing letters and sending postcards"—a sure sign that the strategy was successful. And December 5th was the day that it all came together in the Legislature.

Never underestimate the influence we can have when we work together. I can make 100 phone calls to the State House, but I'll be ignored after the second one. But 100 members each making a phone call will get people to take notice. I can write a letter to every legislator, and I will receive a polite response from some of them. But a flood of correspondence to the leadership and the rank and file will turn the tide in our favor.

I will always be grateful to each and every person who played a role in making the Commonwealth's commitment to the state college faculty and librarians, stick. The entire experience demonstrates, once again, the power of collective action, the importance of coalitions with other labor unions, and the need to work with management when our goals are mutual ones.

Happy holidays to everyone at the state colleges, from our family to yours.

**MSCA Perspective**

A publication of the Massachusetts State College Association, the faculty and librarian union for the nine state colleges in Massachusetts. Write to us at: [MSCAperspective@salemstate.edu](mailto:MSCAperspective@salemstate.edu)

**Editor:**

Patricia Johnston  
Art Department  
Salem State College  
Salem, MA 01970  
[patricia.johnston@salemstate.edu](mailto:patricia.johnston@salemstate.edu)

**Contributing Editors:**

Amy Everitt, Salem State College,  
[amy.everitt@salemstate.edu](mailto:amy.everitt@salemstate.edu)  
Arlene Bowen, Massachusetts Maritime  
Academy, [abowen@mma.mass.edu](mailto:abowen@mma.mass.edu)  
Sandra Faiman-Silva, Bridgewater State  
College, [sfaimansilva@bridgew.edu](mailto:sfaimansilva@bridgew.edu)  
Ben Jacques, Massachusetts College of  
Liberal Arts, [bjacques@mcla.mass.edu](mailto:bjacques@mcla.mass.edu)  
Stanley Jackson, Westfield State College,  
[s\\_jackson@foma.wsc.ma.edu](mailto:s_jackson@foma.wsc.ma.edu)  
Ben Lieberman, Fitchburg State College,  
[Blieberman@fsc.edu](mailto:Blieberman@fsc.edu)  
Mark Seiden, Framingham State College,  
[mseiden@frc.mass.edu](mailto:mseiden@frc.mass.edu)  
David Twiss, Worcester State College,  
[Dtwiss@worcester.edu](mailto:Dtwiss@worcester.edu)  
**Contributing Editor Needed:**  
Massachusetts College of Art

**MSCA Webmaster:**

Nancy George, Salem State College,  
[skinut97@yahoo.com](mailto:skinut97@yahoo.com)

**Websites:**

Massachusetts State College Association:  
[www.mscaunion.org](http://www.mscaunion.org)  
Board of Higher Education: [www.mass.edu](http://www.mass.edu)  
Massachusetts Teachers Association:  
[www.massteacher.org](http://www.massteacher.org)  
Massachusetts Community College Council:  
[www.tiac.net/users/mccc](http://www.tiac.net/users/mccc)



Front row, from the left: Frank Minasian, MSCA Vice President; Patricia Markunas, MSCA President; and Robert O'Leary, Senator (D-Barnstable) and Professor at the Maritime Academy.  
Back row: Horace Mann, painting donated to the Senate by the Massachusetts Teachers Association.

**BOOK REVIEW*****The Curious Researcher: A Guide to Writing Research Papers, 3rd ed.***

Bruce Ballenger  
Boston: Allyn and Bacon, 2001

Reviewed by Amy Everitt

It's the beginning of the semester and faculty have passed on to their students carefully crafted syllabi, many of which contain a research paper in the course requirements. If you are one of those faculty who struggles each semester to find tools to help your students become better research writers, Bruce Ballenger has provided some relief. His third edition of *The Curious Researcher: A Guide to Writing Research Papers* is designed to help students develop, construct, and successfully complete their research projects. Faculty may find it just as valuable.

*The Curious Researcher* breaks the research paper down into a five-week step-by-step progression, complete with exercises intertwined within the body of each chapter. For procrastinators, the book is a remedy for last minute writing efforts. Chapter One, "The First Week," leads students in their search for a topic by utilizing exercises to generate lists of interest areas. An extensive guide to the use of the library, journal indexes, the Internet, and interviews and surveys provides students with direction to select their research topic.

The next chapter, "Narrowing the Subject," presents techniques and exercises to focus on a research question. Ballenger draws parallels between this part of the process and photography, with the view moving from broad landscapes to close-ups. He encourages students to change their conception of the topic from the typical high school "landscape" research paper to a college research essay. The exercises in this chapter challenge students to look at their topics from several angles, finding the most interesting aspect from which to direct focus. This chapter also assists students in evaluating sources. Of particular concern for many faculty is information found on the Internet, and Ballenger offers several steps for assessing this type of source.

Chapter Three coaches students on note taking, which Ballenger regards as the most important aspect of the research paper. He provides exercises in fast-writing, paraphrasing, and summarizing. Ballenger much prefers the dialogue of the double entry journal in a research notebook to the monologue of traditional note cards. In the double entry method, paraphrases, summaries, and quotations are compiled on the left

side of a page or on the left page of a spiral notebook, and the researcher's questions, interpretations, and other responses are recorded on the right side. This process turns students into active readers and encourages analysis over summary. Also included in Chapter Three is a section on plagiarism. This topic is well addressed, with examples to define it, tactics to avoid it, and exercises to practice not doing it.

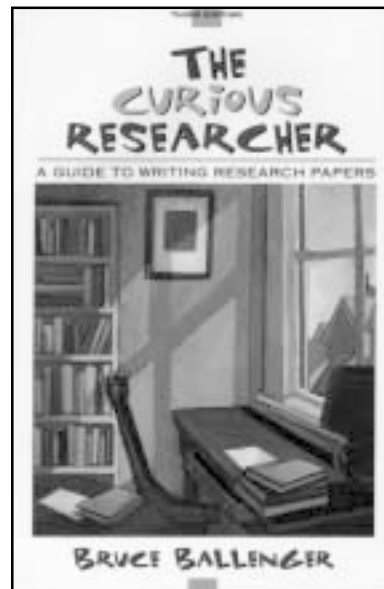
The next chapter addresses the first draft. Here Ballenger provides exercises to put it all together on paper and to evaluate conflicting claims. Getting started is often the biggest hurdle for any writer, and Ballenger proposes at least three different "leads" into the paper. The middle and end sections are addressed with equal effectiveness, and students and faculty alike should find this chapter helpful.

Ballenger completes his journey through the research writing process in Chapter Five, "Revising for Purpose." Here he recommends the use of a reader to identify information gaps and offers exercises for the writer to take one more close look at the work. Ballenger believes that students too often view revisions as perfecting the mechanics of writing, rather than strengthening the content, logic, and writer's voice.

Research writers will find the three appendices to be useful. Appendix A summarizes the MLA style and includes a sample research essay written in this format. Appendix B describes APA style, and like Appendix A, includes a writing sample. Of particular use in both appendices are the sample citations provided for each style, including information on how to cite Internet and software sources. Unfortunately, Ballenger did not update his third edition with the newest (fifth) edition of the APA style. Appendix C refers specifically to researching and writing papers on literary topics.

*The Curious Researcher* is an effective guide, not only for students, but for faculty as well. It is more than a "cookbook" for writing. For students, Ballenger's book is a user-friendly tool that makes the research essay a manageable process and a much more positive, inquisitive experience. As an instructor, I have found several sections to be valuable for designing my research assignments and evaluating student writing. Students appreciate the guidance from various exercises that I have incorporated into my courses. Because of the positive results I have experienced, I recommend this book to faculty who are writing, assigning, reading, or evaluating research essays.

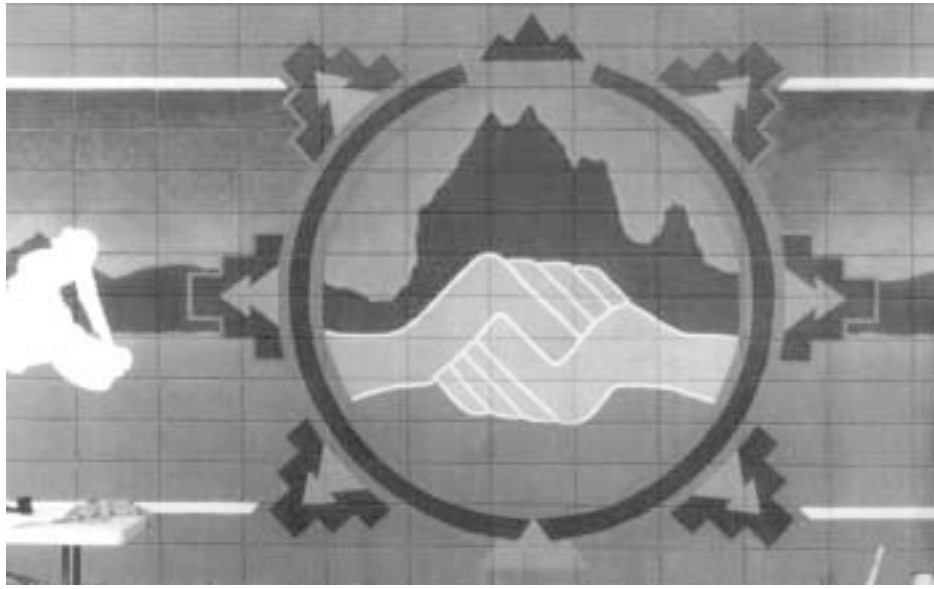
*Amy Everitt is an Assistant Professor of Sport, Fitness, and Leisure Studies at Salem State College*





## FACULTY/LIBRARIAN SPOTLIGHT

Send your suggestions for colleagues to spotlight to the contributing editor on your campus, or to me directly at [patricia.johnston@saalemstate.edu](mailto:patricia.johnston@saalemstate.edu).



Detail of mural painted by students from Mass Art and the Boys and Girls Club of Shiprock, New Mexico.

### Mass Art Professor Brings Students to Navajo Reservation to Study Native American Art & Paint Murals

Professor Margaret Turner teaches Native American Art and Culture among her courses in Meso-American and African arts and cultures in the Department of Critical Studies at the Massachusetts College of Art. Shortly after completing a sabbatical semester at Arizona State University in Spring 1999, Turner was approached by Mindy Nierenberg, Associate Dean of Students, with an intriguing idea: could Turner combine her Native American Art course with Nierenberg's goal to develop an intensive service-learning experience for Mass Art students in the Southwest? Now organizing their third trip to the Boys and Girls Club in Shiprock, New Mexico, Turner and Nierenberg's Native American Art and Culture is a major success. Working in collaboration with children and staff at the Boys and Girls Club and Navajo artist Lavonna George, Mass Art students have helped to design and paint two murals during visits made during spring break in 2000 and 2001. The Farmington, New Mexico, *Daily Times* reported on the March, 2001 trip with the headline, "Students from Beantown to visit Shiprock," quoting Turner, "This is every college professor's dream, actually to bring students to the area they are studying."

As Nierenberg explained in a presentation she and Turner gave at the annual National Conference on Race and Ethnicity (NCORE) meetings in Santa Fe, the Mass Art students' academic preparation in Navajo art, culture, and society is atypical of alternative service breaks, which commonly feature only a brief, on-campus orientation. "If students traveled to the Southwest from Boston and worked with Native American children with only a short orientation, the tendency would be to see the Native Americans as the recipients of service and themselves as 'benefactors.'" Instead, because Mass Art students bring their study of Native American culture to their service in Shiprock, they are able to learn from the children and the community, in a reciprocal relationship that benefits all involved.

The course attracts students interested in community arts programs, work with children, and Navajo art and culture. The structure of the course combines academic preparation and the development of relationships with individuals in the community. Students produce an academic journal and a service-related journal. Each student develops an email 'pen pal' correspondence in advance with two children whom they will be working with on the collaborative art project. Each student must also participate in fundraising efforts for the trip.

During their twelve-day trip to New Mexico, the group spends a week at the Navajo reservation. In addition to their service-learning work at the Boys and Girls Club, students travel to archaeological sites, pueblos, and museums of Native American Art in the region. During their week in Shiprock, Mass Art students work intensively with their 'pen-pals,' the children's families, and other members of the commu-

nity; each evening, students meet with Turner and Nierenberg to reflect upon the day's activities. In Spring 2000, Mass Art students worked with fifty children to complete a collaborative mural in the Boys and Girls Club gym. On the 2001 visit, the collaboration resulted in a 52 x 9 foot mural on the outside wall of the Club, designed with consultation from Navajo elders on the mural's content and message. During the 2001 visit, the Navajo community at the reservation honored the Mass Art group with a pow-wow. The reciprocity between students and community members sought by Nierenberg for the service learning project has clearly been

achieved, built upon Turner's scholarly and professional accomplishments.

—Joanne Lukitsh, Massachusetts College of Art

### Bridgewater Faculty Lead Fundraising Efforts for Gay-Lesbian Scholarship

"The response from all over the country has been amazing," said Professor Susan A Holton (Department of Communication Studies and Theatre Arts) of the fundraising efforts for the new Frank-Tremblay Safe College Scholarship at Bridgewater State College. The scholarship, designed to provide emergency assistance to gay, lesbian, bisexual, or transgender (GLBT) students who are ostracized from their families because of their sexual orientation, will make its first awards this coming spring.

The scholarship is the work of Bridgewater's Safe College Task Force, a committee made up of faculty, administrators, and students, whose charge is to encourage a more positive campus climate for GLBT students. Bob Haynor, Director of Outreach Education in the Counseling Center, who co-chairs the Safe College Task Force with Holton, reports that "every year, stories are told of students whose parents or relatives have denied them financial and emotional support because of the sexual orientation." His experience counseling these students led the Task Force to consider what it could do to help students in crisis.

The Task Force met with the Director of Institutional Advancement and learned that they would need \$10,000 to set up an endowed scholarship. Holton contacted the Quebec-based folk singer Lucie Blue Tremblay, with whom she had corresponded previously, and Tremblay agreed to help raise seed money for the scholarship. Tremblay donated the proceeds of two concerts, one at the Arlington Street Church in Boston in May of 2000 and one in Provincetown in October of 2001.

The scholarship is named after Tremblay, and Representative Barney Frank, who represents the town of Bridgewater in Congress. Holton said the Task Force decided to honor Frank because he has been an "amazing advocate" for GLBT issues and also a "wonderful friend of Bridgewater."

Early fundraising stayed in-house because of the sensitive nature of the issue, and members of the campus community donated thousands of dollars. When the Bridgewater alumni magazine wrote an article on the scholarship, it was picked up by the AP wire service and the scholarship got national attention. More substantial articles were generated in GLBT publica-

tions such as *Bay Windows* and *The Advocate*. Holton characterized the response as "absolutely overwhelming." People sent contributions, often with notes of empathy for students' struggles or describing their own college difficulties. The phenomenal public reaction led the Safe College Task Force to raise their financial goal so that they could help more students.

In addition to Holton, other faculty Task Force members include Marsha Anderson, Department of Movement Arts, Health Promotion, and Leisure Studies; James Hayes-Bohanan, Department of Earth Sciences and Geography; Clifford Wood, Department of English; and Henry Shaffer, Department of Communication Studies and Theatre Arts. Mercedes Nunez, a faculty member in the Art Department, designed the scholarship's logo.

—Patricia Johnston, Salem State College

### Salem's Writing-Enhanced Courses Cross Disciplines

The Writing-Across-the-Curriculum (WAC) program at Salem State College is now in its eleventh year. Led by Professor Donnalee Rubin, the program focuses on faculty development: it sponsors discussions, workshops, and classroom activities with a goal to transform the curriculum, encouraging writing-to-learn and learning-to-write in all disciplines.

Writing-Across-the-Curriculum has been a national movement for many years. When Rubin came to Salem in 1990, with a background in Rhetoric and Composition, she began the program with a survey to determine faculty needs. Eleven years later, approximately 47% of the current, full-time faculty at Salem have participated in formal WAC programs, such as all-day workshops, semester-long discussion groups, and guest presentations. Other professors have consulted with Rubin individually, and she has designed discipline-specific workshops for departments that are reshaping their curriculum.

The secret to the success of WAC at Salem, says Rubin, is that it is "faculty-driven." The more faculty work with WAC techniques, the more they discover its value "not only for students to write better, but as a powerful tool to help students learn course content." Once faculty adopt WAC techniques, it often leads to "significant changes in pedagogical philosophy and in teaching methods. These changes come slowly, yet they bring with them tremendous rewards."

The most recent initiative of the WAC program is the introduction of new Writing-Enhanced courses. In these courses, instructors assign extensive formal and informal writing, both in class and out, to increase students' understanding of course material as well as to improve writing skills. Writing must contribute to at least 50% of the student's course grade. Faculty who participate in the program are supported with frequent group discussions and individual consultations. Topics addressed in the faculty discussion groups include designing more effective assignments, responding to student writing, and establishing clear evaluation criteria.

Rubin explains that it takes time for faculty "to make writing a central part of their courses." She has observed that it can take two to three years for faculty to internalize WAC strategies and feel comfortable with them. "Participants need to adapt what they learn in our workshops to their own students and to their own classroom situations. To help them achieve this, we supply ongoing support, education, and dialogue. In doing so, we underscore one of our program's chief objectives: to perpetuate and strengthen faculty conversations about teaching. As a result, faculty report making considerable changes in their pedagogy, in their syllabi, in their assignments, and in the way they respond to and evaluate student writing." Professors who have participated in the program feel new enthusiasm for redesigning their courses and report becoming more effective teachers.

As for the future of WAC at Salem, Rubin sees new possibilities such as linked courses and more widespread and more clearly defined writing requirements in all disciplines. She notes that "working with such dedicated and talented faculty provides continued incentive to expand and to strengthen the program even further."

— Patricia Johnston, Salem State College



Susan Holton



## IN THE ASSOCIATION

### Important Tax Information for DGCE Faculty Contributing to Deferred Compensation Programs

Under Massachusetts law, individuals working for the Commonwealth who are not members of the state retirement system are required to participate in a deferred compensation plan. This includes many of our faculty teaching in the state college Divisions of Graduate and Continuing Education. As result, many DGCE faculty have 7.5% of their DGCE salary each semester deducted toward such a deferred compensation plan.

Recently, a DGCE member contacted the MSCA with concerns because the IRS had not allowed a deduction for his contribution to his IRA plan. Under the IRS Code, an individual may deduct up to \$2,000 of their contributions to an IRA (for 2002-2004 that amount will be \$3,000; for 2005-2007 it will be \$4,000; and after 2008 it will rise to \$5,000; IRS Code section 219). However, this deduction is limited for individuals who are "active participants in certain pension plans," which includes plans established by an agency or instrumentality of the state [IRS Code 219(g)(5)(A)(iii)].

DGCE faculty members paying into the deferred compensation plan, however, are not subject to this limitation for their DGCE employment. The IRS Code carves out a specific exception to the "active participant rule" for contributors to deferred compensation plans. Contributors to such plans are not considered active participants in a pension plan and, therefore, are entitled to take a deduction (up to \$2,000 in 2001) for their contributions to an IRA.

DGCE faculty should keep this in mind as they prepare their taxes or when they meet with their tax/financial advisor.

### NEA/MTA/MSCA Spring Elections

#### MSCA

The MSCA 2002 Officer Election season has officially begun. Candidates will be elected to all four positions: President, Vice President, Treasurer, and Secretary. Prospective candidates should request nomination papers via registered mail from:

Sandra Faiman-Silva  
Nominations and Elections Supervisor  
217 Tillinghast Hall  
Bridgewater State College  
Bridgewater, MA 02325

Nomination papers must be returned by 5:00 p.m. on Friday, January 18, 2002. Prospective candidates should check the MSCA website to review the Election Rules and the 2002 Election Calendar.

#### NEA Directors and Alternate NEA Directors

There will be two vacant NEA Director seats and five vacant NEA Alternate Director seats, all with a term of three years, from September 2002 to August 2005. Nomination papers for these offices may be requested from:

Office of the Executive Director-Treasurer  
Massachusetts Teachers Association  
20 Ashburton Place  
Boston, MA 02108

Papers must be filed no later than 5:00 p.m. on Friday, January 11, 2002. The election will be held by direct mail ballot to the entire membership in March and April 2002. For further information call Diane Foley, MTA Division of Governance, at 617-878-8217, or [dfoley@massteacher.org](mailto:dfoley@massteacher.org).

#### NEA Representative Assembly

Nominations are now open for statewide and regional delegates from Massachusetts to the 2002 NEA Representative Assembly to be held in Dallas, Texas, in early July. The nomination period will close at 5:00 p.m. on Friday, January 11, 2002. Inquiries concerning the procedures for the nomination and election of NEA delegates may be addressed to Diane Foley, MTA Division of Governance, at 617-878-8217, or [dfoley@massteacher.org](mailto:dfoley@massteacher.org).

### MSCA District Seat for the MTA Board of Directors

The MSCA seat on the MTA Board of Directors will be vacant this spring. The term will be for three years. Applications for the nomination papers must be submitted in writing to:

Office of the Executive Director-Treasurer  
Massachusetts Teachers Association  
20 Ashburton Place  
Boston, MA 02108

There is no deadline for requesting the nomination papers, but they must be filed with the Executive Director-Treasurer by 5:00 p.m. on March 1, 2002. The election will take place in May at the MTA Annual Meeting.

### Candidate Recommendations Committee

This MTA Committee recommends support of candidates for state and federal office. Nominations are now open for the ten members of the MTA Candidate Recommendation Committee, one for each congressional district. Candidates run in the congressional district in which they reside. The nominations form and a biographical statement of not more than 100 words must be filed by December 28, 2001. Ballots including the biographical statement will be mailed to the electorate on February 1, 2002, and returned by February 22, 2002. The four year terms begin in March 2002. Nomination forms may be obtained by contacting Diane Foley, MTA Division of Governance, at 617-878-8217, or [dfoley@massteacher.org](mailto:dfoley@massteacher.org).

### MCLA Petition Drive Gets State House Attention

On Friday, November 10, James Moriarty, Professor of Business Administration and Economics at the Massachusetts College of Liberal Arts, delivered petitions with 400 names to the offices of Acting Governor Swift, Senate President Birmingham and Speaker of the House Finneran. The petitions read as follows:

"We, the undersigned members of the Massachusetts College of Liberal Arts community, support the complete and ongoing funding of the 2001-2003 collective bargaining agreement between the Massachusetts State College Association and the Board of Higher Education (HB 4148) as well as the funding for the agreements with the Association of Professional Administrators and with the American Federation of State, County and Municipal Employees. We urge that monies to fund the costs of these contracts be added to the maintenance budgets for the state colleges, and not absorbed by the colleges' existing budgets, for this and the next fiscal years."

Thanks to all who signed the petitions and helped on this drive. Let us continue to lobby for the funding measures and budgets that will allow us to provide all citizens of Massachusetts with high quality public higher education.

—Maynard Seider, President, MCLA Faculty Association



### Kelly Appointed to BHE

Katherine Kelly, longtime president of the Massachusetts Teachers Federation, has been appointed by Acting Governor Jane Swift to serve as the representative of organized labor on the Massachusetts Board of Higher Education. Kelly represents the MFT in the coalition of public employee unions. She is pictured above with Patricia Markunas, MSCA President.



### ...The Talk of The Town

Imagine our surprise when none other than James F. Carlin arrived fashionably late to December's Board of Higher Education meeting! MTA staff and members could hardly believe our eyes when Carlin circled around to the back of the room and parked himself in the dead center of the middle aisle, where BHE Chair Stephen Tocco could not avoid seeing him. Ignoring all of us, he held court with those audience and board members who, apparently, miss his abrasive personality and corrosive leadership.

What on earth was he doing there? Had he missed the farewell ceremony for Tamara Davis, one of his biggest supporters on the BHE? Was he upset about our contract settlement, with its tenure provisions and just cause protections? Had he hoped for another blurb in the *Boston Globe's* "Campus Insider," trashing state college faculty and students? Or was he just killing time, reluctant to get on a post-September 11th flight to his winter retreat in Florida?

Whatever the reason, Chairman Tocco, a veteran of political machinations at Massport, was having none of it. No discussion of the public higher education budgetary meltdown was held, the report on the academic review of criminal justice programs was postponed, and consideration of increases in residence hall fees was tabled. At seventy minutes, it was the quickest BHE meeting we have attended since the days when we used to storm out to protest the lack of progress at the bargaining table. Carlin never had a chance to speak.

A little bird told us in the elevator that Carlin Senior is not satisfied with Carlin Junior's ability to advocate for low tuition, fees and dormitory prices on behalf of the Commonwealth's students. How sad. Our impression is that Carlin Junior has done a respectable job in assessing and advancing the students' viewpoint for BHE members, without denigrating the colleges' faculty or administrators in the process.

Never shall we mind. Carlin's presence at the meeting, however brief, reminded us what a wonderful target he was, and how subdued things have been with a BHE chairman and chancellor who are not hell-bent on destroying the state college system. We may even be tempted to refer to Carlin's reign as the "good old days," except they, most decidedly, were not.

## MSCA Officers

Patricia V. Markunas, MSCA President  
c/o Salem State College  
Salem, MA 01970  
(978) 542-7282 Fax (978) 542-7284  
[Pmarkunas@aol.com](mailto:Pmarkunas@aol.com)

Frank S. Minasian, MSCA Vice President  
c/o Worcester State College  
Worcester, MA 01602  
(508) 791-3399  
[Fminasian@worchester.edu](mailto:Fminasian@worchester.edu)

Gail Price, MSCA Treasurer  
91 Burrill Avenue  
Bridgewater, MA 02325  
(508) 697-9114 Fax (508) 697-9421  
[price@bridgew.edu](mailto:price@bridgew.edu)

Gerald Concannon, MSCA Secretary  
c/o Mass. Maritime Academy  
Buzzards Bay, MA 02532  
(508) 830-5000, x2272  
[Gconcannon@MMA.mass.edu](mailto:Gconcannon@MMA.mass.edu)