

*Improving benefits and work conditions for our part-time faculty members—nearly 300 in the day program and 400 in DGCE—has long been an MSCA priority. In this issue, several articles focus on particular concerns of part-time faculty, including David Goodof's testimony before the Joint Committee on Public Service on Senate 1539, a bill to provide health insurance benefits for parttime faculty; Denise Marchionada's humorous account of the life of an adjunct faculty member; union governance rights for part-time faculty; and Maggie Vaughan's article on the promotion procedure for faculty who teach in DGCE.* —ed.

## Part-Time Faculty Eligibility for State Group Health Insurance Benefits

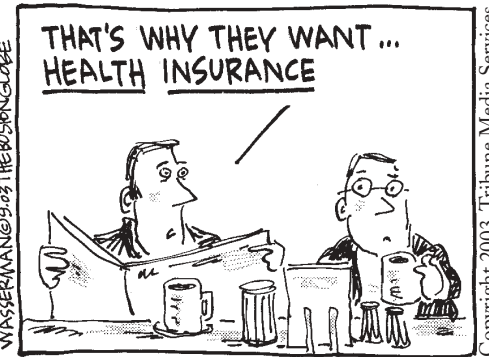
Testimony by David A. Goodof on S1539 at the Joint Committee on Public Service Hearing, November 20, 2003

Chairman Koczera, my name is David A. Goodof. I am an adjunct faculty member at Salem State College and have been a faculty member since 1997.

I do not have health insurance benefits available to me as an adjunct faculty member. During those rare occasions when I am fortunate enough to receive an appointment as a temporary full-time faculty member, health insurance benefits are available. However, as soon as that appointment ends, so do health benefits.

I am one of the reasonably fortunate adjuncts in that I am covered by my former spouse's health plan. This carries a price, however. Coverage continues at her whim and also depends upon the whim of her employer. Should she lose her job, the financial burden of health insurance would fall to me. Even with this, I pay 50% of her share of health insurance.

I am a typical adjunct. There is a great desire to be a tenure track faculty member. I teach two day classes and two night classes per semester. I also volunteer at open houses and orientation, I advise students and I write graduate school references. I have met most of the adjuncts in the business school at Salem State and they are a wonderful, dedicated group. Most of them teach at a number of institutions to make enough money to support themselves and their families. Granting insurance benefits will alleviate some of the financial burden that we face.



I make approximately \$2,700 per course. I have a son starting college next year and I will be contributing to that expense. If I teach four courses per semester and two in the summer, I make about \$27,000. Between living expenses and child support, not much is left for health insurance.

Please understand that even in the passage of this act, adjuncts will still be at the mercy of the chairman of their departments for appointment to the requisite number of courses.

I wish to thank Vice Chair Malia for comments relative to the necessity of health insurance. I urge you to recommend S1539 favorably. Thank you.

—David A. Goodof is an adjunct faculty member in the School of Business at Salem State College. More testimony on S1539 is posted on the MSCA website.

## Ten Benefits of Being an Adjunct Faculty Member

Denise Marchionada

Who says that adjunct faculty members don't get benefits? Besides getting paid per course, adjuncts receive many rewards for their work. (But, let's keep this our secret, because everyone will want the job!)

### 1. Geographic Diversity

An adjunct faculty member gets to teach at many different schools without the burden of driving the same route every day. The best time of year for driving is when the leaves are changing amid the quaint towns and farms, and the occasional cow nods to me along the way. I have a lovely drive and audiobook to start my morning and to take me home in the afternoon. I learn to navigate the side streets of cities and towns and take on the challenge of finding the least traveled route to avoid traffic.

### 2. Aerobic Exercise and Weightlifting

Toting around 150-200 pounds of books and materials can build up your biceps in no time! Not having a permanent office or storage facility, an adjunct must carry in all materials with which to teach. Much like the state parks carry in/carry out policy, adjuncts must

carry out their gear as well. More often than not, I carry out more than I take in, as I collect student work to review and correct. Because of my adjunct status, I get to park at least a half-mile from campus. This allows a brisk morning walk to get to class, as well as an afternoon walk to get back to my car. I do have a bag with wheels, but as adjunct, my classroom is usually in the least desirable building, so my classrooms are usually on the third floor of a 100+ year-old building that has yet to be handicapped accessible. So I do not have to use the stair-climber at the gym either. The combination of walking, stepping, and weight-lifting really burns those calories!

### 3. Create Your Own Schedule

As adjunct, you can create your own work schedule, which is usually 24/7. You work at home before school, work at school while you are there, and work at home at night. You come and go as you please, but always with book bag in tow.

### 4. Being Anonymous

While wheeling around campus, you are invisible. No one knows you or acknowledges your existence. You may bump into your students from time to time,

but unless you literally bump into them, they are usually too busy chatting with friends to see you. Other professors may say hello, but only if you say hello to them first. Most will politely nod and look at you with a "Do I know you?" look on their face. Secretaries know you only because you are often asking where things are and how things work. If you don't bother them, you can go in and out of buildings like a specter. No one knows if you are there or not. Your students do expect to see you for class, but if you did not arrive one day, well, OK.

### 5. Many "Offices" at Your Disposal

Most colleges have a place for adjuncts to sit before or between classes, usually a shared space or office that is vacant by default. Usually these offices are in transition or belong to a full-time faculty member on sabbatical for whom the adjunct is filling in. Most "offices" are really closets where faculty store their files, half-dead plants, and extra copies. I hold my closet hour between 11:00 a.m. and 12:00 p.m. on Tuesdays, although no one knows I am there. (See #4: Being Anonymous.)

*continued on page 2*

## Schedule for MSCA Board Meetings Spring Semester 2004

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. 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 to ask any question about Board meetings.

February 6	Worcester State College Student Center/Foster Room
March 5	Worcester State College Student Center/Foster Room
April 2	Worcester State College Student Center/Foster Room
April 30	Salem State College Community Room Public Safety Building Central Campus
May 1	Salem State College Location TBA
[May 21 -22	MTA Annual Meeting Hynes Auditorium/Boston]
June 4	Bridgewater State College Moakley Center/CART Conference Room

## 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)

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National Education Association:  
[www.nea.org](http://www.nea.org)

Massachusetts State Colleges Council of Presidents: [www.mass-state-col.org](http://www.mass-state-col.org)

Board of Higher Education: [www.mass.edu](http://www.mass.edu)

Massachusetts Community College Council:  
[www.mccc-union.org](http://www.mccc-union.org)

## Ten Benefits of Being an Adjunct Faculty Member *continued from page 1*

### 6. No Meetings to Attend

As adjunct, you are not required to work on committees or attend any meetings beyond your class schedule. With polite formality, you are often invited to faculty meetings, but you do not attend. If you did attend, who would acknowledge you anyway? (Again, see #4: Being Anonymous.)

### 7. Connecting with Multiple Generations

When you get to teach at different schools, you touch many different aged students. In my graduate class, one of my students told me that her friend's daughter is in my freshman composition class at another school. Another graduate student told me her friend, with whom she has taught for many years, had me as her English teacher in junior high school. Does this mean my teaching has reached many generations — or does this mean I am just getting old?

### 8. Multiple E-Mail Accounts

You get to manage multiple e-mail accounts! But you get this privilege only after you prove to the IT people, yes, you do really work for the institution, and yes, it is part-time, but you really do need the account, and please don't take away my e-mail at the end of the semester because I don't want to go through this again if I come back here to teach again next semester. After much pleading, you get an e-mail account that has a secret password that you once again have to plead with the IT people to reveal to you. Yes, I really do work here, yes, part-time, but....

### 9. Parking Privileges

You get to decorate your car with parking stickers and/or hanging tags from each and every college where you teach. You get the "Temporary Employee" designation, but you do get to park in the faculty lot (in the back corner — if there is room). To get this

parking sticker or tag, you have to do the same thing you did with the IT people, but with campus security: yes, I do work here, yes, part-time, but.... (See #8).

### 10. Your Tax Bracket is Never Adversely Affected

When you teach as adjunct, especially at more than one institution, you are never in jeopardy of jumping into a new, higher, tax bracket. You can work full-time, but you will never get more than part-time salary. I find that now, as an adjunct

faculty member at different colleges, I can enjoy the benefits of stimulating work without the burden of cash weighing down my purse.

—Denise Marchionada teaches undergraduate English courses at Fitchburg State College and evening graduate courses at the University of Massachusetts at Lowell. She has worked as an adjunct at Middlesex Community College, Northern Essex Community College, and other colleges in New Hampshire. Keeping her schedule straight, courses organized, and bags packed with the correct materials for the correct class at the correct campus is no small feat.



*Lots to correct! Denise Marchionada is unloading her students' portfolios, case studies, final projects, and essays after the last day of school this past semester.*

## Looking Back To Look Ahead

Ben Jacques, Guest Editorial

As I write this, it is December 10, International Human Rights Day, which is being marked in Boston by union activists in support of the 23rd Article of the Universal Declaration of Human Rights, approved by the United Nations General Assembly in 1948. That article states: "Everyone has the right to form and to join trade unions for the protection of [his/her] interests."

This got me to thinking about unions and education, especially higher education in this state — the struggles we must go through not only to obtain a contract but also to get the legislature and governor to honor contracts once they are signed. I wonder what role unions will be able to play in defending quality and access in public education, kindergarten through graduate school.

This week we also mark the 50th anniversary of the submission of final arguments to the U.S. Supreme Court in *Brown v. Board of Education*. In the new year we will celebrate the landmark ruling that struck down "separate but equal" and led to the order to end segregation in schools "with all deliberate speed."

Today, are we all that much closer to the goal of equal educational opportunities for all? Or have we perpetuated a two-tier system? In determining what opportunities will be presented to our students, is race still an issue? How about class? How about language background? The *Globe* reported this week that Hispanic students continue to lag behind in standardized test scores. What a surprise!

I think of my son, a fifth-grade teacher in an underserved community in the Oakland, California, area. He has students, some of them children of farm workers, who enter his classroom with little or no English-speaking ability. In a year, with a lot of support, they may obtain basic English language skills, but will finish the year well below grade level, inadequately prepared for the challenges to come. California, like Massachusetts, passed the Unz initiative, ending

most of the transitional bilingual programs for non-English-speaking children.

This summer at the Amnesty International education summit in Manhattan, I met teachers and activists from Colorado, who told how they allied with various citizen organizations to defeat the Unz initiative there. Their motto was: "English, yes, but not English only."

"I'm from Massachusetts," I confessed with not a little embarrassment.

In 1954 and the decades that followed, African-American communities throughout the South sought ways to provide educational opportunity for their children. One of them was the formation of Freedom Schools. They were tired of educational apartheid, not so much because the races were separate, but because schooling for black children was aimed primarily to prepare them for servant roles in society. They knew that was not the case in the white schools.

The issue, it seems to me, is still valid today. Our governor wants to measure our success in part by how closely we meet job needs in our regions. Now, there is nothing wrong with education that prepares students for the work place. Everyone wants to know that there is a good job after graduation. But like many other "reformers" driven by the business and political agenda, Romney does not see the potential our students possess for going further than meeting the pre-determined needs of industry. He fails to see that our students can, themselves, become leaders, shapers and creators. They can become bankers, doctors, designers and artists. They have the potential to transform their own lives and to create a more just, equitable and sustainable society.

How can we best defend our vision for public education? What role will our unions play in the coming months and years?

—Ben Jacques is Associate Professor of English and Communications Massachusetts College of Liberal Arts.

## Union Governance Rights for Part-Time and DGCE Faculty

If you elect to join the Massachusetts State College Association, you will have full governance rights in all four union affiliates to which you pay your union dues. This means that:

- you become a member of the National Education Association, the Massachusetts Teachers Association, the Massachusetts State College Association, and the MSCA chapter at the campus where you teach.
- you are entitled to vote at all union meetings and in all union elections, and you are entitled to a full vote, not a partial or fractional one.
- you are entitled to run for office, if otherwise eligible, in all four union affiliates. In addition to the traditional executive officers, most local MSCA chapters have an executive committee that sets local policy and priorities for the union on campus.
- you are eligible to be appointed by your local MSCA chapter to serve on statewide MSCA committees. In recent years, part-time and DGCE union members have served on the MSCA Board of Directors and the DGCE bargaining committee, among others.
- you are eligible to serve as a full voting representative to annual statewide and national union meetings, where policy is determined, budget and dues levels are set, and some elections of officers take place. The MSCA and MTA hold annual meetings of delegates in the late spring; the NEA holds its annual meeting of delegates in July at cities around the country. If elected as a delegate, your expenses to attend these meetings may be reimbursed.

For further information, contact your local MSCA chapter, the MSCA president's office, the MTA or the NEA. Your interest and participation are welcomed!

## Nominations Open for 2004 NEA Representative Assembly

The 2004 Representative Assembly of the National Education Association will be held July 1 - 6 in Washington, DC.

All MSCA members who are in good standing on January 15, 2004, and who pay their dues to the NEA through the appropriate MSCA Chapter, may seek election as MSCA local association delegates to the NEA-RA. Stipends may be available to assist with travel expenses.

Only members who pay their dues to NEA through the appropriate MSCA Chapter will be entitled to vote in the election for MSCA delegates to the NEA-RA. Members teaching in day or DCGE who pay dues to NEA through another MTA local association (e.g., MCCC, APA, or a K-12 local) may seek election as a local association delegate only through that association and will be entitled to vote only in that association's election.

Individuals who join NEA through MSCA or another local association after January 15, 2004,

## Day Bargaining Update

On December 12, 2003 the MSCA Day Bargaining Committee met with the Board of Higher Education (BHE)-Council of Presidents (COP) team in a continuing effort to negotiate a successor to the 2001-2003 collective bargaining agreement.

Management's salary offer on the table remains at 0%, as it has been since June.

The BHE-COP team said that it will not propose a salary increase without prior approval from the governor's office/Office of Administration and Finance. Peter Tsaffaras, the BHE-COP negotiator, asserted that the governor/A&F will not approve raises for any state employee union at this time. (Of course, this is not to say that college presidents and other college/state managerial employees will not get raises.)

We believe we can still make progress. While state revenues continue to improve, we see the current circumstances as an opportunity. We can work on areas of the contract where both parties see a need for change, even in the absence of a salary increase proposal from the BHE-COP. For example, we put together a detailed proposal on changes in the evaluation process for discussion on December 12, 2003. The BHE-COP team showed no inclination to creatively tackle issues of mutual concern and benefit. The BHE-COP team considered our proposals and agreed only to one minor item, refusing to address or discuss any of the other aspects of our proposal.

Either the BHE-COP team is unwilling to negotiate or has no authority to negotiate. Either way, something will have to be done to move the process. We see an emerging pattern indicating the Romney administration plans to attack the collective bargaining rights of all unions. The MSCA Day Bargaining Committee will meet on January 16, 2004 to consider strategies to get productive negotiations.

Three bargaining dates have been agreed to in February and March, 2004.

—**Brad Art** (Westfield) is Chairperson of the MSCA (day) Bargaining Committee.

will not be eligible to seek election as a delegate to the 2004 NEA-RA.

The specific number of delegates allocated to the MSCA will be established after January 15, 2004. The specific number of seats will be sent to all candidates and will appear on the ballot, if a run-off election is necessary. The election timetable follows:

- Nomination deadline: February 23, 5:00 p.m., regardless of postmark or indicated fax time.
- Ballots mailed: week of March 15.
- Ballots return deadline: April 1, 5:00 p.m.

Questions should be directed to:

**Gerald Concannon**, MSCA Secretary  
Mass. Maritime Academy  
101 Academy Drive  
Buzzards Bay, MA 02532  
(508) 830-5000 x2272  
(508) 830-5090 FAX  
Gconcannon@MMA.edu

## Report Change of Address for MSCA Officer Elections

Members are advised that ballots for the 2004 MSCA officers election will be mailed to **home addresses**. If your home address has changed since the 2002 MSCA officers election, send your new address to **Gail Price** at the MSCA Treasurer's Office (see page four for contact information).

## Spring 2004 MSCA Officers Election Calendar

### November 1, 2003

Earliest date by which interested parties may secure nomination papers for any MSCA office, which request should be sent in writing via certified mail or hand delivered to the MSCA Nominations and Elections Supervisor indicating the office sought, as per Article IV(2a).

### Third Friday in January: 1/16/04

Date by which candidate must file with Nominations and Elections Supervisor Nomination Papers containing forty (40) signatures from members in good standing, no more than fifteen (15) from any one Chapter, in order to be certified as a Candidate. The signatures must be received by 5:00 PM on that date, regardless of postmark, and should be sent via Certified Mail.

### Fourth Friday in January: 1/23/04

Date by which any written challenges to Signatures must be received by Elections Committee Supervisor, by 5:00 PM.

### First Friday in February: 2/6/04

Date by which Elections Committee meets to hear any written challenges to signatures and to certify Candidates.

### First Friday in February: 2/6/04

Date by which Nominations and Elections Supervisor informs MSCA Board of Directors of list of Certified Candidates and requests Chapter Presidents to publish the list in Chapter Newsletters and post on the MSCA website.

### Week of March 15

Ballots are mailed to all eligible union members to their home addresses by the American Arbitration Association (the Supervising Agency) using the double envelope system (date to be determined in consultation with the Supervising Agency).

### Three weeks following Ballot Mailing: Week of April 5

Date by which all ballots must be received by the American Arbitration Association (the Supervising Agency), no later than 5:00 PM regardless of postmark.

### Three days following official return of Ballots:

Date by which ballots will be counted and Candidates will be notified of election results by Elections Committee Supervisor.

### Seven days following official ballot count: Week of April 12

Date by which all written challenges must be received by Elections Supervisor, by 5:00 PM, and submitted to Arbitrator by the next business day.

### Last Friday in April: 4/23/04

Date by which all written challenges to the Election shall have been heard and adjudicated by Elections Committee.

### MSCA Delegate Assembly: 5/1/04

Nominations and Elections Committee Supervisor reports official Election results to the Delegate Assembly.

## NEA NOMINATION FORM: DEADLINE - FEBRUARY 23, 2004

Name of Candidate (Please Print) \_\_\_\_\_

Institution Affiliation \_\_\_\_\_

I wish to place my name in nomination as a candidate for MSCA delegate to the 2004 NEA Representative Assembly.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Please attach a biography statement (not to exceed 50 words)

**Send completed form to:**

**Gerald Concannon**  
MSCA Secretary  
Mass. Maritime Academy  
101 Academy Drive  
Buzzards Bay, MA 02532

## IN THE ASSOCIATION

### Feldman Joins MSCA Board

Joining the MSCA Board of Directors this month is **Alan Feldman**, Professor of English at Framingham State College.



*Alan Feldman*

A poet whose work has appeared in many magazines, including *The Atlantic*, *The New Yorker*, and *Poetry*, Feldman's first collection, *The Happy Genius*, won the 1978 Elliston Book Award for the best book of poems published by a small, independent press in the United States. His new book of poems, *A Sail to Great Island*, was chosen for the 2004 Felix Pollak Prize from 950 manuscripts submitted and will be published by the University of Wisconsin Press this coming fall. He has received year-long fellowships in poetry from the National Endowment for the Arts and the National Endowment for the Humanities. He is the author of a critical study of poet Frank O'Hara; a novel for children, *Lucy Mastermind*; and a book about his colleague, Elaine Beilin, and her first-semester freshman writing class, *State College 101*.

Feldman teaches literature and creative writing. He served as Chair of the Framingham English Department from 1992 to 1999. For twenty-two years he taught the advanced creative writing course at the Radcliffe Seminars, where he was named Distinguished Instructor of Writing. He is married to artist Nanette Hass Feldman, a part-time Visiting Lecturer at Framingham and Worcester State Colleges, whose work has been shown in galleries throughout the United States.

Feldman has served as Corresponding Secretary for Framingham's Association and is now Vice President and representative to the bargaining team. His thoughts on the coming year: "The real locus of our negotiations with Mitt Romney will be on the political front. With all the other state unions, we'll need to discredit his arrogant, ignorant, and callous Administration and Finance Secretary, Eric Kriss, and make Kriss's anti-union stance a political liability. Then contract negotiations can actually start."

Of his book about Professor Elaine Beilin's first-semester freshman writing class, Feldman says: "I wanted to look hard and long at the microcosm of one kind of work—work I know particularly well—to see if I could observe (like a person trying to see a leaf unfolding) the way a better, more just world is being made."

### From *State College 101*:

Though I think we should keep seeking better ways to organize our colleges, just as we keep seeking more perfect justice, for me the key element in education will always be the individual teacher. Feeling as I do, it seems natural that I found myself writing this account like a novel (though it was based on more than a thousand pages of transcripts and notes). Just as a novel has a protagonist, so my narrative places the teacher—or, for brief stretches, a student—at the center, assuming that person's point of view based on what I was told in interviews. Like a heroine in a novel, Elaine is driven by desire—in this case, the desire to have her students succeed. Unlike the students in articles and books about method—the students who always succeed—Elaine's students sometimes don't, at least not in ways the registrar might record. But that is exactly why I wanted to write this book. What happens in any course taught by a good teacher—apart from measurable successes in learning—is that human beings engage with each other in the best way. Students work with a teacher who cares about them and sets a standard that honors them by assuming that they have ability. Students who may never have thought of themselves as scholars are offered a model for what a scholar is, and can dream about entering an academic world that they may not have been born into. Attention must be paid when such things happen—though a mere handful of elite schools form the public's image of higher education in America.

...

Recently I got into a conversation about parking with a man who works at Framingham State's counseling center. "Where do you park?" I asked him. (At our college, this is like talking about the weather, since the small, hilltop campus is always short of space.)

"Well, I'm assigned to the State Street lot," he grinned, "but I sneak into O'Connor."

"Oh," I said. "I've been working here so long I'm entitled to park right in front of May Hall—if I can ever find a spot."

He looked at me, surprised. "How long have you been here?"

"More than twenty-five years," I told him.

"I've only been here eleven years," he said, musing. "Listen, maybe you can tell me something," he said. "Why does this college get so little respect?"

That question, I thought. "Maybe it's New England provinciality," I said. "You know—the famous private schools?"

"I came here from Tufts," he said. "Everything I've observed about this place is first-rate. The students work so hard—many of them hold down two jobs. They don't expect anyone to do anything for them, so if you help them they really appreciate it. They say thank you! That's what keeps me here—these students. Why is it that no one seems to value what's going on here?"

"I don't know, but I'm trying to understand that, too. I've been writing a book," I offered. "About a freshman writing class here."

He nodded. He wanted the college to be appreciated for its own sort of heroism. Like me, he had simply fallen in love with the place.

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## Promotion Process for DGCE Faculty

Did you know that as an Instructor teaching in DGCE, you may be eligible for a rank adjustment? As of January 2001, the new rank, Senior Instructor, was added to the DGCE contract for DGCE faculty who do not hold a full-time academic rank.

If you are currently working as an Instructor in DGCE, but have taught college courses for two or more years and have three or more years of relevant professional experience, you are entitled to a promotion to Senior Instructor and a salary adjustment.

To apply for promotion to this or any higher rank, send a letter to the continuing education dean (for undergraduate courses) or the graduate school dean (for graduate courses). Include justification for the promotion and a current resume. A copy of this letter should also be sent to your department chair and the MSCA Chapter President.

—*Maggie Vaughan* is Professor of Psychology and the Salem Chapter/MSCA Grievance Officer at Salem State College.