After 351 Days, One-Year Pact is Headed to Fact-Finding

BHE Says No to Arbitration for One-Year Contract, Offers Paltry Proposal for Three-Year Deal

The MSCA took a radical step in order to secure a resolution to the bargaining dispute that began in February of 2003. We asked the Board of Higher Education to agree to submit the unresolved one-year extension to binding arbitration. Binding arbitration means that the parties would be obligated to implement the decision of an outside, neutral arbitrator. The collective bargaining law does not require the parties to go to binding arbitration, but the parties may agree to do so.

We have had fourteen negotiation sessions with the Board of Higher Education/Council of Presidents bargaining team to try to reach agreement on just a one-year contract. We initiated mediation. We requested factfinding.

In 27 years since the MSCA began negotiating, the MSCA has never sought to use binding arbitration to settle a contract. We saw it as a creative way to wrap up the talks on the one-year extension so we could move forward on negotiations for a three-year contract.

The BHE declined. Fact-finding (which is non-binding) will begin in August. On June 7, 2004 we met with the management team and received the BHE-COP proposal for a three-year contract. BHE spokesperson Peter Tsaffaras said that it "represents our counter to what you proposed, also the best thinking of the presidents and the Board on issues that need to be addressed, and third is an economic component." He added that their proposal is "not fully complete and may be amended."

The MSCA Bargaining Committee:

Brad Art, Chair (Westfield)
Sam Schlosberg, Vice Chair (Mass. College of Art)
Frank Minasian (Worcester)
Paul McGee (Salem)

C.J. O’Donnell (Mass. Maritime Academy)
Len Paolillo (Mass. College of Liberal Arts)
Alan Feldman (Framingham)
Peter Hogan (Fitchburg)

Gail Price (Bridgewater)
Patricia Markunas, MSCA President, ex officio
Donna Sirutis, MTA Consultant

Ten of the Worst Things in Management’s Proposal of June 7, 2004

After 351 days since the expiration date of the 2001-2003 collective bargaining agreement, and after 624 days since the last comprehensive pay increase, and after 23 negotiating sessions, here’s what the State College faculty and librarians have been offered as “The Best Thinking of the Presidents and the Board”:

1. How the BHE would remedy uncompetitive State College faculty and librarian salaries:
   • Offering raises of 1% - 1% - 1% over a four-year period to address an 11% - 23% salary shortfall relative to peer institutions.
   • Providing a possible additional raise of 0% up to 5% (based on unspecified criteria) once every seven years, but only for tenured unit members undergoing post-tenure review.

2. How the BHE would foster academic freedom:
   • Mandating that unit members respect students.

3. How the BHE would address quality of instruction:
   • Increasing the already excessive number of evaluations of teaching faculty and librarians, but having NO evaluation of managers who teach courses.
   • Allowing any “qualified” manager (without limit on the number of managers) to teach one Day course each semester with no oversight.
   • Incorporating anonymous student comments into evaluation of faculty.

4. How the BHE would assist unit members with health crises:
   • Limiting use of the sick leave bank to 90 days (cut from two years), supplemented by long-term disability insurance, at the unit members’ expense.

5. How the BHE would protect professionals from unfair dismissal:
   • Increasing the probationary period (to six years) before tenure for faculty and librarians, but granting managers automatic faculty tenure, regardless of how long they have been out of the classroom or away from their disciplines.
   • Reducing full-time faculty by unlimited hiring of part-time faculty with no tenure.

6. How the BHE would ensure sharing the costs of bargaining and arbitration among unit members:
   • Abolishing the agency fee requirement (which is necessary to spread costs of representation that the MSCA is obligated by law to provide to all members).

7. How the BHE would encourage professional advancement:
   • Proposing NO salary increases for faculty and librarians who earn promotion, tenure or a terminal degree.

8. How the BHE would enhance quality in State College graduate programs:
   • Decreasing workload credit for graduate courses from four to three credits.

9. How the BHE would increase the productivity of Department Chairs:
   • Requiring 20 days of summer work that could be scheduled at any time, without notice.
   • Adding supervisory duties.

10. How the BHE would promote a speedy conclusion to negotiations:
    • Announcing that more proposals like this may be added in the future.
By Michele Sweeney

So you’re going up for tenure in the fall? As long as you have done your homework, the tenure process can be very affirming and rewarding. I refer to “homework” as all the contributions you have made to the college and larger community during your probationary years, such as excellence in the classroom or in library service, committee participation, accreditations, professional enrichment, and scholarship. It’s best if you have had some guidance from tenured colleagues, who have suggested what types of things to prepare for your portfolio. But how do you best project your work and yourself in this process so that the reviewers will have a clear understanding of everything that you are and do? Here are a few tips:

Start Early
Your tenure application begins on your first day of employment at your college — not earlier! Get advice when you begin your probationary period, your senior colleagues and your union officers about the kinds of activities that will build your application for tenure. Keep course materials, evaluations, publications and other materials every year. Get letters that document your committee service, community service and other professional activities. Keep your resume faithfully up to date. This work during your probationary period will make your tenure application that much easier.

Since your portfolio will be due early in September of your tenure application year, begin working on your portfolio in the summer. Aim to have the portfolio completed before you start classes in September, as it is difficult to work on it once the semester begins. Don’t forget to attend any informational tenure workshops offered at your campus in the years prior to your application. Your MSCA chapter may offer workshops on a solo basis or in conjunction with your administration. Give them a call and ask.

Make sure that you have a current copy of the MSCA/BHE collective bargaining agreement and review the articles on evaluation (VIII), tenure (IX) and promotion (X). Copies of the contract are available through your chapter office and a searchable version is online at www.mscauion.org.

A copy of the Personnel Calendar (Appendix M) will provide the deadlines that you must meet during the tenure process.

Assemble Your Portfolio Wisely
Your tenure committee’s first impression of your work comes from your portfolio. Remember that some of your reviewers will be from the tenured faculty/ librarians at large and they may not know anything about you or your discipline. Through the contents and thorough organization of the portfolio, you must clearly express yourself as a dedicated and rigorous academic. If you can, review a completed portfolio as you begin to assemble yours. In your assembly, it is important to acknowledge four points:

1. Selecting the categories to be evaluated
Just as you would set categories in your disciplines of professional activities and responsibilities with your yearly reappointments, you will do the same with your tenure portfolio (Appendix A-1 for faculty or Appendix A-2 for librarians). This form specifies the activities and responsibilities that you will demonstrate throughout your portfolio. Select your categories carefully. Under Category I—Continuing Scholarship, you are required to check at least one activity. It is recommended that you have a good foundation. This becomes more work for you as you attempt to provide evidence for each activity. The same holds true for Category II—Professional Activities. Again, check only one. Simply stated, two is no greater or better than one. There is no advantage for satisfying two criteria over one. Worse yet, if you choose a second criterion and don’t demonstrate the fulfillment of its requirements, your case for tenure could be damaged.

2. Organizing the material
Your portfolio should include all demonstrations of your most meaningful work in a display that the tenure committee members can easily follow. It is helpful to structure your portfolio groups according to the different categories (Continuing Scholarship, Professional Activities, and Alternate Assignments, if applicable). Sometimes it may be confusing as to whether a certain artifact should be listed under Continuing Scholarship or Professional Activities. As long as you can justify in your narrative why an artifact was placed under a certain category, the decision is yours.

Assemble your portfolio groups and establish a general table of contents along with tabs and a chronological listing of contents to introduce and highlight each section. For example, under Course Documents, list every course taught. Color code each section and accentuate the colors in both the table of contents and in the section tabs. With entries that might be ambiguous to the reviewer, include a small caption at the bottom of the entry to explain its meaning or relevance to the designated category. If photographs are included, add a caption, such as, “These photographs are examples of my students in their practicum experience.”

Again, review the contract, especially the evaluation article (Article VIII). Make sure that you have documented something for every evaluation category that applies to you. Use this article for your overall organizational scheme.

3. Getting letters of support
Although letters of support are not required, they can demonstrate collegiality and success in your discipline. Keep in mind that letters from individuals outside your department can demonstrate your collaboration across campus and document important contributions, like committee work and community service. When requesting letters, it is polite to ask individuals well ahead of time. Provide them with your resume or portfolio narrative. In this way, the individual will be able to write a quality letter that best addresses the aim of your work.

As you place artifacts in your portfolio, be sure to keep copies. This prevents loss of any materials and helps justify in your narrative why an artifact was placed under a certain category. Under Category II—Professional Activities, you will have to demonstrate that your activities under Continuing Scholarship, Professional Activities, and/or Alternate Assignments qualify as contributions, like committee work and community service.

Before the hearing, review your portfolio one last time to familiarize yourself with its contents. You might consider asking a colleague or family member to do the same and address their questions in preparation for the committee’s questions. During the hearing, make sure to clearly answer the questions. Although there may not be a preparation strategy for this tip, remember to be direct and thorough when answering every question before embellishing with any further information. Since two members of the committee are not from your field of study, expect the unexpected question. You may need to briefly educate them to the language or nature of your work.

Prepare Well for Your Tenure Hearing
Some candidates say that the portfolio speaks for itself and the hearing is just a formality. Do not negate the significance of the tenure hearing, as it is your personal presentation to the tenure committee. In fact, it is the only conversation you will have with the committee prior to their recommendation. In preparation for your hearing, develop an opening and closing statement. These statements may include general comments about your experiences while teaching or working at your institution, your educational philosophy, and/or thank you’s to the committee members. You might consider making a list of the important points or initiatives to be highlighted during the hearing. If these aren’t addressed in the discussion, they may be included in your closing statement.

In the unlikely event that something goes wrong during your oral presentation, act promptly. Contact your chapter president or grievance officer as soon as possible. Do not wait — there is a 10 day deadline from the occurrence of the problem to the deadline to file a grievance over it. All grievances and discussions about them are confidential, and you will have the final decision about whether or not to use the grievance procedure.

I wish you the best of luck. Move forward with confidence and do what you do best. I hope the most importantly, enthusiasm. Tenure in the state colleges is a worthy achievement.

—Michele Sweeney is the treasurer for the Salem Chapter/MSCA.
IN THE ASSOCIATION

Standing Up for Higher Education

Delegate Assembly Inspired by Rep. Kujawski and Service of Members

By Ben Jacques

What can happen when one person stands up for his beliefs was illustrated in dramatic fashion by Rep. Paul Kujawski (D-Worcester), who chastised the Chancellor and the Board of Higher Education for a misleading report on graduation rates and then sponsored legislation requiring the BHE to advocate for public colleges in Massachusetts.

A 1976 graduate of North Adams State College, Rep. Kujawski recounted his defense of public colleges as he accepted the MSCA's Friend of Education Award, presented at the Delegate Assembly on May 1 at Salem State College.

He told MSCA delegates that his time at North Adams State, now Massachusetts College of Liberal Arts, was “the greatest life experience I’ve ever had,” and vowed to keep working to protect access and quality in state colleges in universities.

Kujawski has a son at Westfield State College, and another is a recent graduate of University of Massachusetts. A consistent advocate, he challenged Chancellor Judith Gill and the Board of Education in March after they released a report claiming that Massachusetts state college system was an attack upon these citizens and students who have graduated from Massachusetts high schools. Bills sponsored by Senator Jarrett Barrios (D-Cambridge) and Representative Marie St. Fleur (D-Boston) would allow three to four hundred qualified graduating seniors a year to attend state colleges at the same rates as their peers. MSCA President Pat Markunas notified Kujawski that the Delegate Assembly had unanimously approved a resolution of support for this bill.

Extending In-State Tuition

In other remarks, Kujawski urged support for legislation that would extend in-state tuition rates to non-citizen students who have graduated from Massachusetts high schools. Bills sponsored by Senator Jarrett Barrios (D-Cambridge) and Representative Marie St. Fleur (D-Boston) would allow three to four hundred qualified graduating seniors a year to attend state colleges at the same rates as their peers. MSCA President Pat Markunas notified Kujawski that the Delegate Assembly had unanimously approved a resolution of support for this bill.

Celebrating 25 Years

The May Day convening of the Delegate Assembly marked 25 years of affiliation between the MSCA and the Massachusetts Teachers (MTA) Association and the National Education Association (NEA).

Gathered in the beautifully renovated GTE-Sylvania factory, now housing Salem State College’s School of Business and Music Department, delegates heard President Markunas recount achievements of the past and battles to come.

Beginning her third term as president, Markunas announced ratification of the DGE-C contract, the only higher education contract approved this year. She noted the MSCA’s strong role in obtaining funding for contracts for sister unions throughout the higher education system. This action strengthened alliances among labor organizations and will be vital in the coming battles.

“The major challenge facing us today is the unfortunately familiar stalemate at the bargaining table for the day unit contract,” Markunas said.

“We have been down this road before, and we know what has to be done…. We will use the same principles and strategies that have been successful for us in the past. We will activate the grassroots involvement of the membership. We will work with everyone who can help us…. We need lots of different voices speaking with the same positive message about our need for a contract with a fair economic package and protection of working conditions.”

In other business, delegates heard reports from several MSCA officers and committees, including Bargaining and Grievance. Treasurer Gail A. Price presented a $426,000 budget for next year, down 6 percent from last year, though dues were maintained at the current level. Delegates unanimously approved the proposed budget and dues.

Music and Awards

In a lunchtime program, toned by the tunes of Union Made, a faculty folk singing group, President Markunas recognized the contributions of union leaders over 25 years. After greetings from MTA President Catherine Boudreau, Markunas presented awards for service to public higher education, including a special award to Reading High School teacher Jeffrey R. Ryan, named the 2003 Massachusetts Teacher of the Year.

In appreciation and recognition for the work of MSCA board members over the years, Markunas recognized four former MTA consultants and 101 former MSCA directors from the original ten state colleges, including nine directors in memoriam. Markunas hopes that this recognition of service to the MSCA will become an annual part of the Delegate Assembly.

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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National Education Association: www.nea.org
Massachusetts State Colleges Council of Presidents: www.mass-state-co.org
Board of Higher Education: www.mass.edu
Massachusetts Community College Council: www.mccc-union.org

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New Leadership Takes Charge at Worcester/MSCA

Daniel Shartin, Associate Professor of Philosophy at Worcester State College, joins the MSCA Board of Directors after winning a close election to lead the Worcester/MSCA Chapter as President.

Shartin has taught philosophy at Worcester State for 11 years, chaired the Philosophy Department for seven years, and served as a member of the committee of department chairs for four years. He has also chaired the Academic Policies Committee and is a current member of the All College Committee. He has served on the Chapter’s Executive Board and as a delegate to the MSCA Delegate Assembly.

“It’s really important, now that we’ve changed leadership, that we continue to be inclusive, that we be representative of all our members,” Shartin said. Shartin was recently selected by the National Education Association to attend its Emerging Leaders in Higher Education Academy and participated in the first of three training sessions this month in Philadelphia. Training includes workshops in leadership development, communications, organizing and member recruitment, problem solving, group dynamics, and long-range planning.

Shartin’s academic background focused on ancient Greek philosophy, but at Worcester State, he teaches in a variety of areas, including medical ethics. With Patricia V. Markunas, now seven and six years old, Shartin said, “I have known and provided care to both children since their births, our relationship has been long established and it’s been a source of pride in my life.”

Judge Judith Locke of Springfield Juvenile Court made the determination that the parental rights to the children had to be severed legally. “My efforts to be the ‘custodial guardian’ evolved into a petition for open adoption, endorsed by the biological parents and supported by three state investigations of my life dating back to the 1960s.

During these investigations, court appearances and meetings with attorneys, it became necessary to identify myself as gay. Judge Locke refused to allow the DSS attorney to use innuendo and intimidation. She required DSS to follow its own policies and to engage in appropriate investigations. Her insistence on following the law led to my adoption of Lee and Georgina Duffe, now seven and six years old. Since I have known and provided care to both children since their births, our relationship has been long established and it’s been a source of pride in my life.”

Shartin returned to the Board of Directors after winning a close election to lead the MSCA Board. Recently elected vice president is Nancy George, Associate Professor of History at Salem State College. Falke served as secretary to the Chapter for four years. She has been a delegate to the MSCA Delegate Assembly.

Falke said she ran for vice president and the MSCA board because she wanted to see more people from the local level involved in union matters and direction. “I want people to feel that the union is working for them, that it has their best interests in mind.”

A central theme for both Shartin and Falke is the role union leaders can play in the academic arena, as well as in the workplace. “I’d like to see academics feel that the union is working for them, that it has their best interests in mind.”

Falke, who earned her doctorate at the University of New Hampshire, has union experience dating from her work for the United States Postal Service, as well as in the workplace. “I’d like to see more people from the local level involved in union matters and direction. “I want people to feel that the union is working for them, that it has their best interests in mind.”

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Four Perspectives June 2004

Johnston Co-Directs NEH Project

Patricia Johnston, professor of art history at Salem State College, joins the MSCA Perspective editorship of the MSCA Perspective after three and a half years to focus on a National Endowment for the Humanities (NEH) project this summer.

The project will train up to 200 K-12 teachers in early 19th-century history and culture, using the archives and material culture of Salem. In residence-based workshops, teachers will work with primary resources in developing curricula for teaching their students about commerce, the East India trade, literature and art, and the development of cultural identity.

Johnston is co-directing the summer workshops with Gayle V. Fisher, associate professor of history. Faculty include historians, literary scholars, archaeologists, geographers and art and architectural historians from the College and the region. The project is enabled by a $827,655 NEH grant to Salem State.

MSCA President Pat Markunas recognized Johnston’s successful run as editor at the 2004 MSCA Delegate Assembly (see story, Page Three). “Patricia’s vision for a quality publication was realized in every issue. It was a challenge to breathe new life into a 25- year-old newspaper in this electronic age, but Patricia did it by using a wide range of topics, articles, and graphics. The large number of authors — both leaders and rank and file members — from all nine chapters made the Perspective truly the union’s newspaper.”

Westfield State Welcomes New College President

The MSCA welcomes Vicky Carwein, chancellor of the University of Washington at Tacoma since 1995, as the new president of Westfield State College, effective June 1, 2004.

Carwein led the Tacoma campus in a period of major growth in student enrollment, donations and endowments, and physical expansion. In a three-year period, the university launched six new degree programs.

Minority enrollment increased 59 percent; and scholarship funding jumped from $3,000 in 1995 to $200,000 by 2002. She initiated the Next Step Scholarship, which covers all expenses for top students transferring from community colleges.

Carwein previously served as dean of the College of Health Sciences at the University of Nevada Las Vegas, where she achieved the rank of Professor in 1988. She holds a Doctorate of Nursing Science from Indiana University.