

DCE NEWS

Resolved DCE Grievances



Joe Rizzo,
MCCC DCE Grievance Coordinator

Roxbury Community College Dues

An MCCC grievance was filed when the college failed to forward dues that were deducted from the paychecks of unit members. This situation extended back to the spring 2000 semester and the college did not respond to repeated letters and billings from the union. A grievance was filed last month. The college has now agreed to forward over \$10,000 dollars in dues deductions to the union for the spring and fall 2000 terms. The college will also provide the MCCC with the summer 2000 DCE teachings lists so that dues obligations may be determined for that period.

Bunker Hill Community College Student grievance procedure discipline

The grievant has taught business courses, mostly accounting, at the college for approximately 15 years and has long met the contractual threshold for reappointment rights. He is also employed full time in an agency of the federal government.

MCCC News

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

Editor:

Peter Flynn

President:

Phillip Mahler

Vice President:

Richard Doud

Secretary:

Phyllis Barrett

Treasurer:

Estela Carrion

The **MCCC News** is a publication of the Massachusetts Community College Council. The **Newsletter** is intended to be an information source for the members of the MCCC and for other interested parties. The material in this publication may be reprinted with the acknowledgment of its source. For further information on issues discussed in this publication, contact Peter Flynn, Northern Essex Community College, Haverhill, MA 01830, e-mail pflynn@seacoast.com.

Approximately a year ago, a student filed a grievance against this instructor regarding a grade of D for a course taken in the spring 1999. The student initially claimed that he did the required work, attended class regularly, and therefore deserved a higher grade. The divisional dean did not find the complaint meritorious and the student appealed it further. Other students then joined the case and added allegations that the instructor was authoritarian along with their own grade complaints. The college convened a tribunal and scheduled a hearing on this matter. The instructor appeared but was kept out of the proceedings although the MCCC representative was allowed to speak on his behalf. A continuance of the hearing was set without taking into account the schedule of the unit member. Additionally, the college announced that the union representative could attend but could not speak at the next hearing. The unit member could not attend the meeting because he was in Rhode Island that day on business regarding his full time employment. The college would not reschedule or allow the union representative to attend the hearing without the unit member being present.

The hearing was held with the unit member in absentia and the committee made findings far out of the scope of the original student complaint. Included in the recommendations was that the unit member be monitored, engage in diversity training before his next teaching assignment, and that he not teach intermediate accounting until he had undergone a sort of rehabilitation. The college then offered him a Saturday course assignment for the spring 2000 and was unwilling to provide him with his customary assignment. This Saturday course rarely runs with full enrollment and in fact ran that semester with only prorated salary.

The unit member filed DCE grievances concerning the disciplinary action taken against him and the spring course assignment. Two MLRC charges were also filed. One dealt with his Weingarten rights in the student grievance procedure and the other was that the college failed to hold any contract grievance hearings on the matter.

The resolution reached at mediation provides that the grievant's personnel file

will be expunged of all material relating to the student complaints and he be assigned two courses in the spring 2001 semester.

Northern Essex Community College Evaluation

A chapter grievance was resolved in mediation regarding the use by an Assistant Dean of the Course Material Checklist form found in the DCE contract. In the spring 2000 semester, approximately 75 faculty received the Course Material Checklist that had been modified from its original structure. Rather than the form serving as a checklist where an item was marked, a narrative appraisal was inserted under each heading. For instance, under the item concerning course objectives, the box was checked as complete but then a qualitative comment was inserted. Most commonly, it was stated that the objectives were philosophical and should be put in quantifiable terms.

The grievance had both procedural and substantive elements. Procedural problems concern the administrator's alteration of a negotiated form and then use it for a purpose different than was negotiated. Substantively, many of the comments were a violation of academic freedom. The form requires that course objectives be included in the syllabus. Academic freedom allows for the instructor to determine the specific objectives and protects the right to be philosophical. Lastly, at least one of the 75 courses was a distance education course and should not have been evaluated during the first two offerings.

The grievance settlement provides that in the future, the form will not be modified and that any comments that the supervisor feels compelled to make will be communicated under separate cover. The rights of unit members would remain in full force and effect. Additionally, all unit members impacted by the action under this dispute will be held harmless from any comments made on the spring 2000 Course Material Checklist form. ■

No Place

People who make a profit off cattle know how to manage capital. In my line of work I'm expected to manage without a desk and all the perks that go with it. Telephone, stapler, paper clips, space for coat and Bausch and Lomb contact lens equipment: cleanser, sterile wetting solutions, face cloth, mascara, tissues—an on-the-job-emergency is complicated by make-up issues. The question is how much can I carry back and forth on the train and all day in between? Classroom, bathroom, coffee cart, print shop—you name the place and I'm schlepping textbooks, hand-outs, student papers. Good thing my back is broad, feet arched and uncomplaining except in the wet or cold. But leaving my house in boots or clodhoppers means toting pumps in, travelers on site, absent a spot to park them. Again, I ask you how much can I carry? And don't answer hey, it's the whining that's heavy. I've heard it before, from my obstetrician who couldn't tell twins from poormouth; they weighed in at thirteen pounds. Most days my satchel weighs more, though it's hard to be precise. There's shame attached to having no place that defies bromides or pep rallies, which I hold in my head to muffle the sound of cows lowing in milking sheds.

Cynthia Duda, Adjunct Bunker Hill & North Shore Comm. College
From *Ghosts in the Classroom*

Service Learning at Bunker Hill Community College

Contributed by Professor Lorraine
Tretheway, Hospitality Program

Service Learning is a powerful form of experiential learning. It shifts emphasis from teaching to learning by applying the academics of a course in real life situations with community based organizations. The neighborhood becomes a classroom. Class content becomes alive and the experience brought back in to the classroom excites both student and teacher. Students also reflect on what these experiences mean in terms of as well as skills and self understanding.

Service learning is an "everybody wins" situation. Students relate better to hands-on learning with real people. The community partners gain meaningful benefits from students who provide valuable services the agency might otherwise have been unable to deliver. The school firms its relationships with the community, and the community gains a more positive image of the school's mission and students. Teachers become revitalized as they see students' genuine excitement in learning and their accomplishments. Many of those students had not prospered in the traditional academic mold.

A three year Learn and Serve America grant from the Massachusetts Campus Compact funded by the Corporation for national service brought service learning to Bunker Hill CC in 1997. Since the beginning service learning has been incorporated into a dozen courses from Allied Health to Astronomy to Juvenile Delinquency to Special Events Planning. The Computer Department and the English as a Second Language Department has each used service learning in six different courses.

Sixteen innovative teachers have worked with more than fifty non-profit agencies in at least ten communities in the Greater Boston area, and suburbs. Comments include "It's exciting" "I love it" "It's making me more creative in all my classes" "I get to know my students better".

The BHCC Service Learning pioneers who participated in the grant are Professors Linda Bergman, Microsoft Office, Joan Dremer, Astronomy, Beth Butler, Allied health, Ted Carlson, Calligraphy, Hankna Delta, Computers, Eileen Feldman, ESL, Andrea Lyons, Computers, Kalimah Nur, Business management, Michael Puopolo, Computers, Mary Riordan, Nursing, Michelle Schweitzer, ESL, Larry Scott, Juvenile Delinquency, Yvette Straughter, Developmental Math, Lorraine Tretheway, Special Events Planning, Anna Tsakarssianos, Computers, Paula Veluto, Computers.

Although the grant ended in June, 2000, the Bunker Hill Community College administration continues to support the Service Learning initiatives by establishing the Office for Service Learning and providing stipends to many faculty who incorporate service learning in their course for the first time. We are all looking forward to using this reality based learning approach to form stronger partnerships in the community we serve. ■

Report Your Medical and Dental Insurance Concerns

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

Abe Sherf

21 Ida Road

Marblehead, MA 01945

Fax or phone 781-631-2624