

MCCC



News

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The Official Publication of the Massachusetts Community College Council / Volume 10, Issue 8 / May 2010

Bristol Community College Goes Private

The front page article in the April 6 Boston Globe had the headline **“Double fees buy spot on college’s fast track: Bristol deal with for-profit eliminates waiting list, raises questions of fairness.”** It brought to the public attention an issue that the MCCC had been dealing with for a few months.

The Princeton Review (TPR), a company known for test preparation and admissions consulting services, has signed a contract with Bristol Community College to expand capacity in certain high-demand programs. But the increased student “seats” would come at a higher cost than the traditional courses Bristol continues to offer.

The plan is to start classes the coming September with initial programs of general health science, medical information and coding. In future years nursing and radiological technology are planned. In their press release, The Princeton Review said, “Among the fastest growing programs in the career education market place are those degree programs that prepare students for careers in allied health care.”

Michael Perik, CEO of the Princeton Review, explained the deal to Inside Higher Ed this way

“The idea was simple. If we provided capital and marketing and distance learning assistance to a college, could they attract people to a fast-track type program where students can get off the waiting list immediately and graduate in two years? The only

catch is that they have to pay a slightly differentiated tuition.” He went on to say, “We expect to make a profit from this.”

Bristol President Jack Sbrega said that BCC had 1,000 applicants for 72 nursing positions. He told the Herald News, “We’re the bottleneck, and I’m embarrassed to say that.” An IHE blog said that it is well known that “growth is a cost for public education, but a profit center for proprietary higher ed.”

According to the Globe, that differentiated tuition is expected to be about \$8500. This is compared to Bristol’s standard tuition of \$3750. In a response to the Globe article Commissioner Freeland said “It is my understanding from BCC that there is no intent to allow students on a waiting list to ‘jump the line’ if they are able to pay a program differential...Decisions for admission will be based, as they currently are, on academic qualifications.” BCC has made additional financial aid available for those students who qualify for the program.

The agreement calls for TPR to invest \$2 million to renovate a building in downtown New Bedford. They will build state-of-the-art labs, computer rooms, offices, and a health clinic for supervised services to the community. TPR will also pay for the development of curriculum and provide

technical assistance. The courses will be principally online.

The Union has little influence over how a college offers courses. Where the courses offered through TPR award college credit, that is where the MCCC has influence. The agreement between the MCCC and the College puts all courses with The Princeton Review under the DCE contract and, for the most part, under the Distance Learning Agreement. Full-time BCC faculty may participate, but the courses will not be counted as part of their full-time day load.

There are some improved benefits over the Distance Learning Agreement for faculty developing the online courses. TPR will have rights to use the developed courses in other avenues, but the faculty will not lose the right to use the course elsewhere also.

Making this agreement doesn’t mean that the Union is comfortable with this public/private agreement. Joe LeBlanc told the Globe, “It’s Just not fair. We serve everyone, and in particular, the have nots.” BCC Chapter President Paulette Howarth expressed concerned about the profit motive being brought into the public sector. And BCC Grievance Coordinator Diana Yohe pointed out that the Union had not seen the final written agreement between TPR and BCC.

The Princeton Review, headquartered in Framingham, had recently purchased the Penn Foster Group, a for-profit career training provider. And it has announced the creation of a Community College Division. In doing this they are entering a fast-growing and highly lucrative new segment of the economy. [See related article Higher Ed. Inc.] Post-secondary education is listed as one of the economy segments expected to grow.

Funding for public higher education has been stagnant at best, and in many states like Massachusetts it has been going down. The need for people to get more education has increased enrollments significantly, but the funding to serve these students is not there. So private entities are stepping in.

The Princeton Review announced that they expect to expand the program to other Massachusetts community colleges. They are also looking to expand to colleges in other states and are currently in discussion with colleges in four other states.

As Commissioner Freeland said to the Globe, “This is an opportunity to do something exciting and important that would not otherwise be possible. There is a need for the same kind of relationship in other community colleges, so we’re going to see more of it.” ■

Delegate Assembly Bestows Awards

The MCCC held its annual Delegate Assembly on April 24 at the Crown Plaza Hotel in downtown Worcester. The event succeeded in completing the required activities, but it ended abruptly on a quorum call without acting on a significant proposal.

After opening remarks about major issues the union has been engaged in and future directions from President LeBlanc and Vice President McGee, the meeting moved to the presentations of recognition awards.

The Raymond C. Lemieux Award for extraordinary service to the MCCC was presented to former MCCC Secretary and Holyoke member Phyllis Barrett. In presenting the award Kathleen McDonough, she quoted Barrett as saying she’s good at “grunt work,” but then McDonough went on to list all of the significant jobs Barrett had done from MCCC Secretary and negotiating team member, to Holyoke chapter president and grievance officer, to organizer of the “clean out the Union office committee.”

But more than the jobs she’s held McDonough said, Phyllis is the go-to person when you want something done right.” And she brought “empathy, integrity and compassion to everything she did. The MCCC has been blessed.”

The Jon G. Butler award for outstanding chapter president was given to two recipients this year: Claudine Barnes of Cape Cod and Margaret Wong of Quinsigamond.

In presenting the award to Barnes, Gail Guarino pointed to how she revitalized the chapter through constant communication. And Guarino pointed to a significant accomplishment where Barnes won compensation for adjunct faculty who teach honors components. Barnes said, “It’s a wonderful thing to know you put money in someone’s hands and restored their rights.”

Pat Schmohl presented the Butler Award to Margaret Wong. He said everyone on the Quinsigamond campus respects Wong for being knowledgeable, caring, thoughtful and dedicated. He pointed out how she explained each area of the contract to empower the members. And then she led over 100 members to file grievances over salary inequities. He said, “She is a terrific teacher and a wonderful mentor.”

The first recipient of the newly created John Palmer III Award for an adjunct faculty member was Betsy Smith of Cape Cod. Diana Yohe, chairperson of the DCE Negotiating Team presented the award to Smith noting her dedication in advocating for the adjunct membership and saying, “Betsy was a force to be reckoned with on the DCE Team.”



Phyllis Barrett shares a humorous moment from her Union career as Kathleen McDonough and Joe LeBlanc present the Raymond C. Lemieux Award to her at the MCCC Delegate Assembly. (photo by Don Williams)

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MCCC Newsletter
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Hug Your Union Activist



Don Williams, MCCC Communications Coordinator

We're in the season of large Union meetings, and many of your fellow members have been doing double duty on your behalf. For what they do, they deserve your support and your gratitude.

The MCCC Delegate Assembly and the MTA Annual Meeting occur during the last days of the winter/spring semester. We're all stressed out with the end of semester activities like committee decisions, student advisement, final paper and exam correction. But with

all this to do, around 100 of your fellow MCCC members gave up Saturdays to attend these important meetings.

A number of MCCC members attended the NEA/AFT Higher Ed. Conference in March, and over the fourth of July another 30 MCCC members will attend the NEA

Representative Assembly. The second week of August a similar sized group will attend the MTA's Summer Conference at Williamstown.

It is essential that these meetings be held for governing and organizing our various affiliated unions. Legally, elections, budgets, bylaws and resolutions must be passed by democratic bodies. Moreover, we all want our union(s) to reflect the values and interests of the membership, and without broad representation this cannot happen.

While a few Union leaders receive some compensation, most of the participants get nothing more than travel expenses and maybe a meal. They do it out of a sense of shared responsibility and solidarity.

The meetings (and workshops at Williamstown) are not the most thrilling events. Although some attendees are very interested in specific issues to promote (or prevent), these are generally dry business sessions. Sometimes there are heated debates over issues of narrow interest, but the work has to be done.

This is not to say that we don't have some fun at these events. People have made connections and friends within

and across campuses, across segments (like university and 4-year colleges), and across states. There are opportunities to network and socialize. As education professionals we all get satisfaction from learning, and there is a lot of learning about the profession at these events.

With about 2000 full-time and over 4000 part-time MCCC members, relying on about 100 to do most of the Union's work is disproportionate to say the least.

Obviously, everyone cannot participate. There are limits to the numbers of delegates, some people have other commitments, and this work does not appeal to everyone. But we frequently don't fill our delegate allotments. A few years ago the MCCC Delegate Assembly did not get a quorum and had to be cancelled—despite incurring all of the expenses. And this year the meeting did not maintain a quorum.

So be sure to thank your representatives for the sacrifices they make on your behalf. And please consider stepping up and taking some responsibility next year. The extrinsic rewards are minimal, but the intrinsic reward of knowing you are helping your colleagues is immense. ■

Delegate Assembly . . .

Continued from page 1

In her comments, Smith praised John Palmer for his ability to schmooze and work with people. She said, "He and I didn't always agree, but we shared a passion for inclusiveness."

Approval of the Fiscal Year 2011 MCCC Budget is the primary purpose of the Delegate Assembly. Treasurer Phil Mahler walked the Assembly through the budget narrative and explained how the Union has been spending its money and the income that the Union receives. He explained that expenses were up for doing the important work of the Union and that the MCCC had held dues down in past years while spending down surpluses.

The MCCC has pared down the surplus to a reasonable level for emergency purposes and this budget required a dues increase to cover the Union's operating expenses. The Assembly approved the budget without controversy that required a \$5.00 annual increase for full-time members and \$2.00 for part-time members for the MCCC portion of dues. MTA and NEA also have components of dues, and those levels are expected to increase, but must be approved at their respective meetings.

Another important function of the Assembly is the passage of bylaws changes. This year there were 16 proposed changes. Most of these were relatively minor modifications to existing rules that had little or no controversy.

Bylaws change 15, however, was extremely controversial. This was a proposal

to change the voting status of part-time members in MCCC elections to have a full vote instead of a one-quarter vote. This proposal had been brought up at previous Delegate Assemblies and had not received the requisite two-thirds vote.

There were passionate speeches from members on both sides of the issue. Proponents pointed out the essential unfairness of unequal membership. The "one person, one vote" principle was invoked by several. Both full- and part-time members spoke in favor of the proposal.

Opponents of the proposal pointed out the low participation rates of part-time members. Approximately 40 percent of the part-timers do not even belong to the Union, and despite the part-time Union members outnumbering full-time members, they are nowhere near as involved in the activities of the Union. Speakers remembered the DCE strike in 1991 when it was predominantly full-time members who went out on the picket lines.

Christopher Hoeth, and adjunct from Bristol, offered an amendment that would give a full vote to some members. Debate ensued with various suggestions to include adjuncts who have reappointment rights, adjuncts who teach a full-time course load (10 sections per year), and adjuncts at top pay steps. None of these amendments were added in part because the proposals were not fully thought out and needed much more development. It was suggested that these be more carefully crafted and brought to next year's assembly.



Margaret Wong holds the plaque commemorating the Jon G. Butler Award for her work as Quinsigamond Chapter President with Jean Nicholas standing beside her and Pat Schmohl, left, and Joe LeBlanc standing behind. (photo by Don Williams)

The day was getting late as this discussion went on, and members had been leaving. A motion to close debate was voted down. And as discussion went on a quorum call was made. The quorum for the delegate assembly is 80 members, and at first the count yielded 79. Then a member returned to the room, and a cheer went up. At that

point, to the consternation of the proponents, a member got up and left the room, thereby ending the quorum.

Whether there was sufficient support to pass the proposal was not determined, but given that a two-thirds vote is required to change Bylaws, it was by no means a sure thing. ■

Know Your Day Contract

Professional staff work beyond the Academic Year. The dates below do not affect faculty.

June 2010

June 1 E8—Summary Evaluation by supervisor due (p.51).

June 1 Letter stating preferred work assignment submitted each year to supervisor (p.46).

June 1 Develop E-7 Form with supervisor. E-7 Form serves as basis of evaluation for the year. E-7 includes job description items (goals), objectives (if mutually agreed), and activities methods (p.107).

July 2010

July 1 Notification of work assignment due from supervisor (p.51)

July 1 Off-Campus Days—3 days off campus for activities outside of those assigned (conferences, catching up on literature in the field, etc.). They may be taken in increments of a half-day or more. The 3 off campus days begin with fiscal year (p.46). ■



Gail Guarino, left, presented the Butler Award to Claudine Barnes for her outstanding work as Cape Cod Chapter President as Michelle Wolfson looks on. (photo by Don Williams)

Higher Ed. Inc: Coming to a Mall Near You

By Don Williams

The announcement of a partnership between Bristol Community College and the for-profit education branch of The Princeton Review came just before a hard-hitting examination of for-profit higher education by the PBS series *Frontline*. In February of this year

The Chronicle of Higher Education also took up the topic.

Post-secondary education is a \$400 billion industry, and while it has traditionally been dominated by private non-profit and publicly funded institutions, since the late 1970s the private for-profit segment has been growing significantly. The way was paved by the University of Phoenix, which has grown to become the largest college in the US with an enrollment of close to half a million students. UOPX, as it is initialized, had revenues of nearly \$4 billion last year—an increase of 25 percent over the previous year.

The Chronicle of Higher Education reported that 40 percent of the 3,000 for-profit institutions are owned by one of 13, large publicly traded companies. Over half of those schools offer associate, bachelor's, or professional degrees and 90 percent of their students are enrolled in degree programs. They have been attracting students who traditionally would have attended community colleges, but increasingly they are attracting adult students going part-time for bachelor's and master's degrees.

The PBS show titled "College Inc." focuses on Michael Clifford, a former musician with no college education, who has become a major higher education entrepreneur. He specializes in buying traditional colleges that are in financial difficulty and turns them around into profitable enterprises that can solicit investors and essentially be bought and sold.

Clifford said that accountants calculated that the value of regional board accreditation is worth \$10 million because of the time and effort it takes to get. So buying an existing accredited college is much preferred to starting from scratch. This is a pittance when viewed in light of the opportunity accreditation provides in the way of access to public financing.

In one poignant segment the producer interviewed former GE CEO Jack Welch who has significant investments in colleges. He is heavily invested in Chancellor University where his endorsement is a major marketing point. Welch told the inter-

viewer that he has many kinds of investments but said, "It's education, for profit. I like this investment more than any other I got." Jeffrey Silber, a senior investment analyst for the Bank of Montreal, said, "It's a very profitable business – It generates a lot of free cash flow."

Where does the demand come from? Clifford said that there are 30-50 million working adults who have not completed degrees. The major customer base has many of same people community colleges serve: adults looking to upgrade employment potential. These students are more likely low-income and the first in their families to attend college. They are often time-constrained with jobs and families. And they are in a hurry.

Because of the funding constraints on public colleges, especially community colleges, they are not expanding to meet the demand. Plus the for-profits eschew the traditional college schedule with 8-16 week semesters and extensive breaks claiming that that model doesn't serve the customers' needs. They offer a variety of schedules, and they are massively committed to online education. Customer service is their mantra. Former UOPX executive Mark DeFusco said, "We start classes every five weeks. We built campuses by a freeway, because that's where the people were."

But these colleges are expensive. Not ivy league expensive, but they run five to six times more expensive than community college and more than twice the typical four-year college. And the debt load for students at for-profits is double that of students at four-year private non-profit colleges.

The big secret to these colleges' success is federal financial aid. With regional accreditation, colleges are eligible to receive federal student aid. Besides the direct aid of Pell Grants, their students can take out guaranteed student loans—the most secure type of loan because the government guarantees them, and they are virtually impossible to avoid paying back.

For-profit colleges enroll 10 percent of all post-secondary students, but they get more than 25 percent of federal financial aid. Department of Education statistics for 2009 showed that 44 percent of student defaults within three years of graduation were from for-profit schools. While a student may default, the college has already been paid, so the government is on the hook to collect from the student.

Federal rules stipulate that a college

may not receive more than 90 percent of its funding from government sources. *Frontline* reported that University of Phoenix gets 86 percent of its revenues from the government. It should be no surprise why investors are flocking to for-profit colleges. "The taxpayers are essentially funding this industry," said Daniel Goldman of Bloomberg News.

But like any other business, for-profit colleges need to market themselves. And they do this very effectively. DeFusco, who has a doctorate from USC, said that 20-25 percent of for-profits' revenues are spent on sales and marketing while only 10-20 percent on faculty. When asked if that ratio was troubling, he responded, "What makes education so special?"

Former recruitment officers from different for-profits interviewed said that they had high quotas to achieve and that required tactics resembled high-pressure consumer sales rather than the admissions process at most non-profits. While the for-profits deny malfeasance, *Frontline* obtained an internal email from Argosy University where the director of admissions told enrollment counselors to "Create a sense of urgency—Push their hot button—Don't let the student off the phone—Dial, Dial, Dial."

The faculty at these institutions are primarily part-time, and, particularly online, they are seen as "facilitators" of prepackaged courseware. In the show's PBS web blog, faculty from for-profits had both praise and criticism for their experiences. But the industrial model of production did rule. DeFusco described their curriculum development as locking a group of academics in a hotel room until they come up with a plan. He also noted that nearly all faculty are on term by term contracts.

Frontline did not look deeply at quality of the education. But they did find that the online content at some of these schools was very basic. Moreover, the show presented the stories of several students who completed programs at for-profit schools and with significant educational debt and were unable to find employment.

The Department of Education has been promulgating a rule called "gainful em-

ployment" that would track graduates of these schools to see if the employment they were able to achieve would be sufficient to cover the debt they incurred. The rule would restrict schools from federal funding if the levels of its graduates' employment were below a certain threshold. The for-profits' corporate lobbyists have been fighting that proposal.

The growing takeover of public activities by corporations such as the Bristol/TPR partnership has been labeled "neoliberalism." It's not liberalism as represented by the Democratic Party, but a new version of the *laissez-faire* business environment liberalism as defined by Adam Smith with limited government, personal responsibility, and free markets.

Education critic Henry Giroux in his article "The Corporate War Against Higher Education" (2001) said, "Neoliberalism has become the most dangerous ideology of the current historical moment." Pointing out the anti-intellectualism of figures like former Massachusetts BHE chair James Carlin, he quotes a business-oriented administrator saying, "We must industrialize the school, and tenure—academic freedom—isn't part of that model."

Against the onslaught of cookie-cutter, vocationally oriented, industrialized higher education Giroux asks the question what is the real value of higher education. His answer is that it is essential for a functioning democracy to have a citizenry educated in values and prepared to engage in public discourse. And he says that public funding should serve the broader public interest.

Giroux said, "Public and higher education cannot be viewed merely as sites for commercial investment or for affirming a notion of the private good based exclusively on the fulfillment of individual needs." His recommendation is, "Against the current onslaught to vocationalize higher education, educators need to defend higher education as a resource vital to the democratic and civic life of the nation."

The *Frontline* show is available online at <http://www.pbs.org/wgbh/pages/frontline>. It has information that anyone involved in higher education, including legislators, would benefit from hearing. ■

Visit The MCCC Online! <http://mccc-union.org>

(Note: sometimes using www in the address doesn't work)

Toll Free Phone: 877-442-MCCC

The MCCC website is the best and most up-to-date source for late breaking developments. Additional documents of interest and import to Day and DCE unit members have been added.

The MCCC Webpage is a valuable resource for MCCC updates, job opportunities and linkage to the NEA and MTA resources available to MCCC unit members.

Calendars of MCCC meetings, and committee assignments may be found there.

Additionally, MCCC events and news are available, as well as "old news" in the form of archived newsletters. Bookmark the site for frequent referral.



Betsy Smith received the first John Palmer III Award for her dedicated work on behalf of fellow adjunct faculty. She is flanked by Diana Yohe, who nominated her, and by MCCC President Joe LeBlanc. (photo by Don Williams)

— DCE Contract Summary —

By Joe Rizzo
DCE Grievance Coordinator

Although the provisions of the new DCE contract have been widely disseminated, the purpose of this report is to inform MCCC members and officers of the progress of its implementation and the difficulties that are now identified in terms of contract enforcement and administration.

The 2009-2012 DCE Collective Bargaining Agreement has been printed and is available for distribution. The full agreement, a summary of the contract basics, and contract forms are available on the MCCC website (<http://mccc-union.org/dcecontract.htm>).

The tentative agreement concerning the successor DCE contract (2009-2012) was reached last fall and then was ratified by MCCC DCE unit members in December 2009. However, the College Presidents and Board did not formally sign the agreement until March 11, 2010. This delay in signing caused some disagreement about the effective dates of the procedural and substantive changes found in the agreement.

Although the first base rate salary increase will not occur until January 2011, the agreement contained a number of provisions that were either retroactive, or would be implemented at the time that the agreement was reached and executed. Not surprisingly, our employer would take the view that the execution is upon the formal signing and this event unexplainably took place long after negotiations had concluded.

There is now agreement between the parties concerning the implementation on all but one provision of the DCE contract. This report highlights important changes and the status of implementation. Please contact the DCE Grievance Coordinator for further clarification or additional information.

Maximum class size

Maximum class size is the outstanding matter under contention in regard to the implementation of the new DCE collective bargaining agreement. The former limits on DCE class size were considerably higher than that of the Day (full time) faculty contract. The limit under past DCE contracts for traditional courses was 40 students, and 30 students was the limit for English Composition, English as a Second Language, Introductory Foreign Languages, and Remedial/developmental courses. Some colleges would routinely enroll students up to these limits where others had all classes enrolled at the lower Day contract limits.

The new DCE contract provides for class size maximums that are essentially the same as those of the Day contract. For traditional courses, the maximum is 32 stu-

dents. The maximum class size of 22 students will be utilized for English Composition, English as a Second Language, Introductory Foreign Languages, and remedial/developmental courses.

At least two colleges (Springfield and Cape Cod), DCE courses for the spring 2010 semester were enrolled at the higher limits of the previous DCE contract. This was done despite the fact that negotiations and ratification on the new agreement was completed prior to conclusion of the fall 2009 semester. Attempts at resolving this matter have been unsuccessful at both the campus and state level. There are grievances now pending for both cases. A system-wide grievance will be filed if it is found that there are one or more other campuses that over enrolled DCE courses for the spring 2010 semester. It appears that there is no issue regarding this matter moving forward.

Salary

	Spring 2011 1.5 %	Spring 2012 3.5%	Spring 2013 3.5%
Step 1	\$858	\$889	\$920
Step 2	\$920	\$952	\$985
Step 3	\$989	\$1,023	\$1,059
Step 4	\$1,038	\$1,075	\$1,112

Salaries listed above are per-credit hour.

Under enrolled courses are effectively paid 1/12 per student of the applicable step.

1 1/2 lab hour to credit hour ratio is maintained. (Example: a 3 hour lab is paid at 2 credits.)

Salary Step

Step 1	1-5 courses taught
Step 2	6-10 courses taught
Step 3	11 or more courses taught
Step 4	8 years DCE seniority or more

Although the four step salary system remains unchanged, the new contract clarifies the language in regard to the salary of the unit member when they are on two different steps in the same semester. The new language is explicit that a unit member would be paid in accordance with the pay scale and may be at multiple steps in the same semester.

Faculty who were paid at the lower rate will be paid for the difference retroactively to June 1, 2009. Please notify the DCE Grievance Coordinator if you believe that your college had such a practice so that now impacted faculty would qualify for retroactive salary payment.

Grievance Procedure

A major change to the grievance procedure provides for the grievant to appeal directly to the grievance mediation level. This change makes the rights of DCE unit members congruent with those of the Day contract in this respect. The prior contracts required MCCC approval for a grievance to advance to mediation. This change will also expedite the scheduling of mediation hearings and has been implemented. The new grievance form for mediation along with minor changes to the other grievance forms will be fully in place this summer.

The new DCE grievance forms in Word format can be obtained from the DCE Grievance Coordinator upon request. PDF versions can be found on the MCCC website as noted above.

Student Evaluation Form

The new student evaluation form more closely resembles the student evaluation form of the Day contract. The new form features a 6 point Likert scale (0-5) rather than the former 5 point (1-5) of the prior DCE contracts. Most significant is the insertion of 'good' between 'very good' and 'fair'.

New Scale:					
5	4	3	2	1	0
Excellent	Very Good	Good	Fair	Poor	Very Poor
Old Scale:					
5	4	3	2	1	
Excellent	Very Good	Fair	Poor	Unsatisfactory	

A difference of opinion between the MCCC and the College Presidents ensued over the implementation date of the new form in the spring 2010 semester. The parties have agreed that unit members will be held harmless regarding the failure of certain colleges to implement the new form this semester.

Teaching Availability Form

The Teaching Availability Form has always contained the following statement:

"Please return this form by _____. If not returned by this date we will assume that you do not wish to teach this semester."

The new contract now has corresponding language in the relevant article.

"It is assumed that faculty who do not complete and submit the Teaching Availability Form (DCE-A) are not interested in teaching a course that semester."

Although this is not a substantive change, the MCCC has reason to believe that the College Presidents' attorneys may be suggesting to college administrators that they are now under no obligation to remind DCE faculty members to return the forms or to inquire further in the event that an instructor with reappointment rights has not returned the availability form.

Given the additional restated language in the agreement along with these troubling reports, members are encouraged to be scrupulous about the completion and timely submission of the Teaching Availability Form. Also, be certain to obtain proof of submission if such documentation is not already issued at your campus.

New or Altered Forms

The parties agreed that any other new or altered DCE contract forms will be used commencing July 1, 2010.

Workload – Make-up of missed classes and final week obligations

The previous DCE contract provided that missed classes must be made up in three possible means. One must, with approval of the college, either schedule a make-up class, add time to the remaining class meeting, or assign a paper, project, or a self-directed learning experience which will require a time span equivalent to one class period. The new agreement now adds another possibility. There now can be another method that is proposed by the unit member and approved by the appropriate dean.

There are reports that some colleges are providing DCE faculty with only the original three options. DCE faculty and local officers should point out this omission in the event that the fourth option is not provided.

The expectation for DCE faculty to meet all their classes for all scheduled time has always been an explicit contractual requirement. However, the new contract has additional specificity in this regard. The new language additionally states, "Classes shall be held as scheduled, including during finals week."

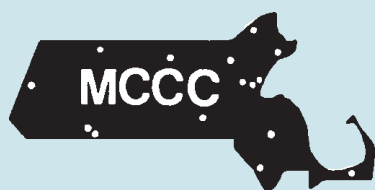
This is meant to clarify that scheduled class time during the week of finals is expected to be covered. It does not mean that an instructor must have a final exam but it does mean that one could not give a final exam or project a week earlier and then cancel the scheduled class time during finals week. The make-up provisions noted above would be applicable to all class time including finals week.

New DCE Contract Labor Management Committees

Two new labor/management committees are now established pursuant to the terms of the new agreement. One is charged with improving the efficiency and fairness of vital electronic communications such as the Teaching Availability Form and course assignments. The other committee will study and recommend standardizing important forms/letters. These documents, such as appointments and contracts are presently required by the DCE contract but the form and substance are not agreed upon nor contained in the agreement. These documents are fundamental to faculty rights and responsibilities.

DCE Management/Association Committee on Employee Relations

The new contract provides for a DCE MACER to be established on each campus. Chapters should move as quickly as possible to select its members and call for a MACER meeting. ■



MCCC News
<http://mccc-union.org>

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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. Members' letters up to 200 words and guest columns up to 400 words will be accepted and published on a space-available basis. The material in this publication may be reprinted with the acknowledgment of its source. For further information on issues discussed in this publication, contact Donald Williams, North Shore Community College, One Ferncroft Road, Danvers, MA 01923. e-mail: Communications@mccc-union.org



Bristol Community College members Diana Yohe and Christopher Hoeth spoke at the Delegate Assembly in favor of the Bylaw proposal to give a full vote to part-time members. (photo by Don Williams)