

Union News

• FROM THE FACULTY STAFF UNION •

Public Higher Education Advocacy Day

BY LORENZO NENCIOLI MEMBERSHIP COORDINATOR,
UMASS FACULTY STAFF UNION

On Tuesday, March 5th, hundreds of students, faculty, and staff from around the state, including a large contingent from UMass Boston, gathered at the State House for the Public Higher Education Advocacy Day. Their goal was simple: tell their legislators to support Governor Patrick's proposal to increase public higher education spending by \$152 million in 2014.

Currently, Massachusetts' state funding for public higher education is among the lowest in the country, while tuition and fees are among the highest. Governor Patrick has proposed increasing taxes and targeting new funds for education, from preschool through graduate school, as well as for transportation improvements. Under his plan, public higher education would receive approximately \$60 million in new funding for our campuses and more than \$100 million in new funding for student financial aid.

The event kicked off with a bang in the Gardner Auditorium as Governor Patrick himself rallied the crowd. He spoke eloquently of his generation's obligation to offer the state's young people the same educational and economic opportunities that he had. Other speakers, including UMass Boston Student Trustee **Alexis Marvel**, reminded us that working class students already face great hardships when it comes to balancing work, life and college and that without adequate resources and lower tuition and fees, they will fall further behind their private school cohort and further widen the already growing income and educational gaps.

Holyoke Community College student Nicole Ouimette told the crowd that she'll be graduating with \$20,000 in debt this spring, despite the fact that she juggles school



UMASS BOSTON STUDENT ALEXIS MARVEL DESCRIBES THE HARDSHIPS FACED BY THE STATE'S WORKING CLASS STUDENTS AT THIS YEAR'S HIGHER EDUCATION ADVOCACY DAY.

with two part time jobs. "This is nothing new for me and students like me who go to community college. I got my first job at fifteen. While my peers were saving up to buy their first car, I was helping my parents pay bills. Community college was it for me. I could not afford anything other than HCC, and even at HCC I have struggled financially. This should not be a reality, but it is. Education is devalued. Education is not accessible for everyone from every economic status. Education is not a right. But it should be."

Advocacy Day attendees then visited the offices of their senators and representatives to lobby in support of the Governor's funding proposal. A group that included members of several UMass Boston unions met with Senator Sonia Chang Diaz. A number of students spoke passionately to the senator's staff about the economic struggles they have faced in their efforts to attain a college education.

Continued on page 8





Letter from the President

Dear Colleagues:

Welcome to the 8th issue of *Union News*. We're covering some interesting and important stories: the Governor's higher education budget and the recent Advocacy Day at the statehouse, the new 2:2 teaching schedule, proposed changes to retiree health insurance, the importance of the family leave policy for both tenure-track and non-tenure-track faculty, a teachers strike in Haiti, and more.

Salary Raises, Etc. We remind you that you got your across-the-board raise (of 0.5%) on January 1, 2013. Departments and programs are currently working on merit awards (of an average of 1.25%) and these monies will be paid retroactive to January 1st. Keep an eye out for them. There's another round of raises next year too, which will result in about a 10% raise over the 2 years. Also recall that each tenure-stream faculty has \$1,000 to help fund scholarly work this academic year. You've also received a letter indicating your Research and Educational Support Funds (RES) are available. Make sure to take advantage of both of these.

Negotiating Parking & Transportation The FSU (with other UMB unions) is in intense negotiations over parking and transportation at the moment. As you know, the administration proposes to raise parking fees significantly. Our position is that access, equity, and positive incentives for the use of public transportation should be the basis for any agreement. That may include income-based and/or geographical-based parking fees, or perhaps dedicated lots. We're meeting with the Chancellor about our concerns and we had a productive FSU meeting with Vice-Chancellor Ellen O'Connor on April 3rd, where we discussed the schedule of parking lot closings and made suggestions to reduce the inconvenience to everyone. Rebuilding the campus is clearly going to cause major disruptions for us all.

Negotiating Non-Tenure-Track Issues These are ongoing; check the FSU website for updates.

Annual FSU Membership Meeting Our annual meeting will be April 16th at 1:00 PM in CC 2540. We'll give you some lunch and update you on various issues, including parking.

Pre-Tenure Workshop Our annual Pre-Tenure Workshop on Fourth-year and Tenure Reviews was held March 28th in conjunction with the Office for Faculty Development. Thirty faculty or so came along to learn about their and the administration's rights and responsibilities in the review process. They also had the opportunity to question 4 recently-tenured colleagues about their experiences.

Salary Anomalies Committee This committee will be awarding \$30,000 in salary anomaly adjustments this spring. Once again the committee will evaluate everyone who had a successful major personnel review in AY 2011-2012. I know it's not enough (even though it's 50% more than the year before); we plan to bargain for a significant increase in the fund in our next contract.

Want to bargain the next collective bargaining agreement? We'll start bargaining in the Spring 2014. You might want to think about joining the team now, because you would need to have Fridays free of teaching. You'd also get one course buyout per semester for participating. Email us at fsu@umb.edu if you'd like to participate. ■

Regards,

Catherine Lynde, FSU President

Contents

PUBLIC HIGHER EDUCATION ADVOCACY DAY	
LORENZO NENCIOLI	PAGE 1
LETTER TO COLLEAGUES	
CATHERINE LYNDE.....	PAGE 2
MONITORING THE IMPACT OF THE NEW 2-2 TEACHING SCHEDULE	
JOHN HESS	PAGE 3
PARENTAL LEAVE ON AND OFF THE TENURE TRACK	
AMY TODD.....	PAGE 4
HEALTH INSURANCE CHANGES COULD HIT FACULTY HARD	
JENNIFER BERKSHIRE	PAGE 5
HAITIAN TEACHERS STRIKE	
AL LEISINGER.....	PAGE 7
CONTRACT UPDATE: CREDIT FOR SERVICE	
PHIL CHASSLER.....	PAGE 7

Please send letters to the editor, comments, questions and suggestions to the Faculty Staff Union.
fsu@umb.edu, 617-287-6295

Union News is a publication of the Faculty Staff Union at UMass Boston.

Editor: Jennifer C. Berkshire

Assistant Editor: Amy Todd

Writers for this issue, Spring 2013:
Jennifer Berkshire, Phil Chassler, John Hess, Al Leisinger, Catherine Lynde, Lorenzo Nencioli and Amy Todd.

Photo credit page 1: Laura Barrett

Photo credit page 3: Amy Todd

For past issues of Union News, a list of union officers, information about the union contract and other matters visit the website: www.fsu.umb.edu

Design by Raphael Brickman
www.raphaelbrickman.com.

Monitoring the Impact of 2-2

JOHN HESS, ENGLISH

The pilot conversion in the College of Liberal Arts to move all tenure-track and tenured faculty in CLA onto a standard 2-2 teaching schedule began this semester, and, with your help, the Faculty Staff Union (FSU) will be carefully monitoring the effects of the conversion on all faculty, including non tenure track. While the implementation of the new policy is likely to have a major impact, the Dean's Office has indicated that no official monitoring is planned.

In order to successfully monitor the implementation, the FSU needs your cooperation. First, we need to collect accurate information about what is actually going on in each department to compare with the figures the Dean's Office provides us. Second, we would like to know your experience of teaching large-enrollment sections. Third, we need to know if the increase in large-enrollment sections in your department has meant that the number of sections of a particular course (probably an introductory level course required for majors) has been reduced, thus making it difficult for students who will now have only one option of time and day instead of perhaps three or four. Finally, we need to begin to assess the effects of cap increases on your pedagogy and your working conditions, especially perhaps the time it takes for grading. Is the increase affecting your work conditions?

Just to refresh your memory, there were several preconditions the conversion to 2:2 had to meet. Above all, the move had to be "revenue neutral." This neutrality was to be achieved in two ways: primarily through the creation of large-enrollment sections and secondarily by assuring "the number of seats [Departments] made available to students after the move to a 2-2 remains stable or increases." That is, more large sections and/or increased class caps. This is all to be implemented "by reducing the number of sections offered and increasing enrollments in those remaining, rather than by creating new sections taught by NTTs." The only pedagogical consideration mentioned in the conversion agreement is that "Instructional workload is brought in line with our aspirations to become a Carnegie Research-Intensive High institution." There is no discussion in the agreement, nor has there been any, at least publicly, of the effects of this move to large-enrollment sections and of an increase of cap size

on the learning experience of the students and pedagogical experience of the faculty.

The initial fear of many was that costs of the conversion would disproportionately fall on the NTT faculty. Though the conversion agreement reasoned "that the conversion to 2-2 must be done without creating new NTT sections . . . precisely because the natural tendency of converting to 2-2 would be to create more NTT sections, rather than fewer," one of the fears the Task Force felt needed to be monitored was "the unlikely event" that a "decrease" in NTT sections could result from the implementation of the 2.2 plan. With your help, the FSU will



INCREASING COURSE CAPS MAKES IT DIFFICULT TO PROVIDE THE KIND OF "HANDS-ON, INQUIRY-BASED COMPONENT" PROMISED TO OUR STUDENTS AND SEEN IN THIS BIOLOGICAL ANTHROPOLOGY CLASS.

carefully monitor that "unlikely event."

The NTT Task Force observed "that many CLA NTT faculty members are wary of potential effects the 2-2 implementation may have *in future semesters, even if there are no concerns in the initial conversion semester.* We ask that a committee be established to monitor the impact of the transition on NTT faculty for the next few semesters." (emphasis added).

Please contact fsu@umb.edu with any responses or questions. Of course, all responses will be kept confidential. The FSU and the administration will assess the agreement in three years and we would like to make sure it is fully and thoroughly vetted before signing off. ■

Note: (All reports referred to are available on line at http://www.umb.edu/academics/cla/info_for_faculty)

Parental Leave On and Off the Tenure Track

AMY TODD, ANTHROPOLOGY

On January 7th, Mark Schafer and Marjorie Salvodon brought three-year-old Marie-Carmel home from Haiti. Mark, a lecturer in Latin American and Iberian Studies, has taken the Spring semester off from teaching so that he and Marjorie, a tenured professor at Suffolk, can focus on parenting. “When I think of my situation, I feel such gratitude toward the Union,” Mark says. “There is no substitute for having this time to work on building the relationship; this is the beginning of becoming a family.”

Parental leave is one of the most complicated and least equitable of faculty benefits. Understanding it requires delving into the Family and Medical Leave Act (FMLA) as well as our collective bargaining agreement. FMLA allows eligible employees up to 12 weeks *unpaid* leave per year to introduce a new family member through birth, adoption or foster care. It also covers serious medical conditions.

Article 27 of the collective bargaining agreement allows full-time tenured and tenure-track faculty members to receive one-semester *paid* parental leave (librarians are eligible for twenty-four weeks). If their accrued sick time does not cover the entire period, they may draw on the Sick Leave Bank to make up the shortfall.

Under the 2009-2012 Agreement, to be eligible for paid

parental leave, non-tenure track faculty (NTT) had to be full-time for 6 years, a long time to wait to introduce a new family member, whether through pregnancy or adoption. The good news is that recently, UMass/Amherst’s NTT bargaining team was able to reduce the



MARK SCHAFER (LECTURER, LATIN AMERICAN AND IBERIAN STUDIES) AND MARJORIE SALVODON WITH DAUGHTER MARIE-CARMEL. MARK WAS ELIGIBLE FOR 12 WEEKS PAID LEAVE UNDER FMLA. AS TENURED FACULTY AT SUFFOLK, MARJORIE RECEIVED A FULL SEMESTER'S PAID PARENTAL LEAVE.

waiting period from 6 to 3 years. This change, which applies to both campuses, did not require any concessions on the part of labor. As MTA attorney Michelle Gallagher notes, “some issues are equity issues and we need not trade away existing benefits for those.”

Benefited lecturers who are less than full time, however, remain ineligible for parental leave. Lecturers like Mark Schafer must instead apply for FMLA. They may be paid out of their personal sick time, but if this is exhausted, they can’t draw on the Sick Leave Bank to make up the shortfall even though they may have been contributing to the Bank for many years. Mark had accrued enough sick time to be paid for about 12 weeks.

Natalia Scarpetti (Lecturer, English), however, only received about 4 paychecks before her sick leave was exhausted. Natalia had Steven on December 20, 2011 and did not want to return to teaching in January.



NATALIA SCARPETTI (LECTURER, ENGLISH) WITH SON STEVEN. NATALIA WAS ELIGIBLE FOR ABOUT 8 WEEKS PAID LEAVE UNDER FMLA. HER HUSBAND, CHRIS, TOOK TWO WEEKS FMLA LEAVE.

Continued on page 8

Health Insurance Changes Could Hit Faculty Hard

JENNIFER BERKSHIRE, NEWSLETTER EDITOR

A plan to overhaul retiree health insurance for public employees is encountering stiff opposition, including from UMass Boston faculty members who say that the proposed changes will hit them hard. A raft of changes recommended by a special commission that included lawmakers, state and municipal officials, and representatives of the Massachusetts AFL-CIO and a group that represents retired public employees is currently before legislators and had been expected to be voted on by July. But the appetite for swift action on Beacon Hill is waning, says municipal health insurance expert Andrew Powell, who represented public employee unions on the special commission.

“There has been a lot of pushback by public employees who say that the changes penalize people who are currently working,” says Mr. Powell, a field representative for the American Federation of Teachers in Massachusetts. “People are also expressing concern about a substantial turnover of employees as well as the ability to attract new workers to our public universities and other state agencies.”

The changes would include raising the number of years an employee needs to be vested in the retiree health care system from 10 to 20, cutting the state’s contribution to health care premiums for many workers, and raising the eligibility age for health benefits from 55 to 60 for most employees. While the overhaul won’t affect workers who are already retired, many current employees will be affected.

Jeff Kiesler (Professor, Management Information Systems) says that university faculty in Massachusetts are likely to be hit especially hard by the changes. That’s because professors typically start at UMass Boston at a later age than other educators start in the state system. “A typical tenure track hire, for example, might be around 35 or 40. Some start at UMB later, at 45 or even 50. This is in contrast to state employees in other professions like public school teachers, police, fire fighters, state administrative positions where people might even start right out of college in their early 20s,” says Kiesler. He notes that college level educators tend to require greater educational preparation in addition to, in many cases, professional work experience, post docs, and prior positions at different universities in institutions or even states where years of service would not transfer.

To help FSU members understand just how the proposed overhaul would affect them, Kiesler, who serves as the tenure track grievance officer for the FSU, helpfully prepared the following overview:

Under the current rules, after 10 years of service and at age 50, an employee leaving UMass Boston can retire from UMB and keep their health care coverage at the current rate, with the state covering up to 80% of the insurance payment. So, for example, a person on a family policy might pay \$300 per month for a policy with a total cost of \$1500 per month, with the university covering the remaining \$1200 per month. For Prof. X who retires at age 50 with 10 years service, they could keep this coverage until age 65, at which point they would switch to the coverage that includes Medicare, which might cost a total of \$300/month with the employee paying \$60/month. So, between now and age 80, this employee would pay \$3600 per year x 15 years (through age 65) + \$720/year x 15 years, for a total of about \$70,000.

Under the new rules, if Prof. X retires as soon as possible at age 60, the state would pay \$7500 x 5 years + 1500 x 15 years = \$60,000, or less than 1/4 of their obligation under the current rules. That’s great for the state - \$210,000 of “savings” but all at the expense of Prof. X, who may have taken a job at UMB at a lower rate than some alternative in part due to the attraction of the retirement benefits.

In sum, other than a few employees near retirement today, 1) no one will be able to retire with health benefits earlier than 60, 2) many professors won’t be able to retire with health benefits even at age 65, 3) when many current employees become are future retirees who do qualify for benefits, the state will still be paying a lower fraction while the retiree’s cost could in some cases more than double from current rules above what they pay for health insurance prior to retirement until medicare, and even when they are receiving medicare, their supplemental state coverage could more than double in cost.

Powell says that since the proposed changes were announced, legislators have gotten an earful from public employees. “They’re hearing from their constituents that the changes shouldn’t penalize those who are already working.” ■

The Haitian Teachers Strike: Fighting Back in a Time of Cholera

AL LEISINGER *MATHEMATICS,*
NTT GRIEVANCE OFFICER

In November, more than 25,000 people demonstrated across Haiti as part of a national teachers strike. Demands of the strike included:

- A minimum salary for teachers and the payment of all back salary due to teachers
- An increase in the number of public schools throughout the country so that all Haitian children can go to school free of charge
- A vaccination campaign against cholera to be conducted in every school and university in order to eradicate cholera from Haiti

In Port-au-Prince striking union teachers became part of a much larger social struggle as thousands of young people took to the streets on the same day to protest the police murder of a student, Damaël D’Haïti, just days before. According to reports on the website Echo Haiti, as the teachers strike morphed into the youth protest, a de facto teacher-student alliance was born, an alliance of union workers with the workers of tomorrow. Fifteen thousand teachers and students marched through the capital, forming a *roleau*: “a steamroller of the people, like other great resistance movements of Haitian history.”

An epidemic

The strike by teachers and the youth uprising are part of an intense Haitian movement against the United Nations occupation, the cholera epidemic, the economic deprivation, and repression. This movement is almost unknown here in the United States.

Haiti is in the throes of its first cholera epidemic in more than 100 years. More than 8,000 people have died, while than 500,000 have been sickened—about one out of every 16 Haitians. Cholera is spread by the ingestion of human wastes carrying the *Vibrio cholera* bacterium. According to the *Guardian*, the infection was likely carried into Haiti by U.N. peacekeepers from Nepal sent to help with disaster relief following the 2010 Haiti earthquake.



HAITIAN UNIONISTS AND STUDENTS RALLY TO DEMAND DECENT EDUCATION AND ANTI-CHOLERA VACCINATIONS FOR ALL STUDENTS.

The U.N. has so far rejected a lawsuit demanding compensation brought in November 2011 by the Institute for Justice and Democracy in Haiti (IJDH), a group of lawyers based in Boston. The lawsuit, filed on behalf of 5,000 cholera victims in Haiti, sought to require the UN to install a national water and sanitation system to control the cholera epidemic, pay compensation to Haitian cholera victims for their losses, and make a public apology for its “wrongful acts”. In February, the U.N. claimed legal immunity and announced that it wouldn’t be compensating any of the victims or their families. ■

How you can help

Sign the petition: <http://www.change.org/petitions/to-end-cholera-in-haiti-and-dominican-republic> Demands include: (1) universal vaccination against cholera, beginning with schoolchildren. (2) cholera treatment centers staffed by Haitian health workers; (3) Haitian-wide construction of a modern fresh-water and sewage removal system.

Al Leisinger has been a passionate advocate for Haiti and its people for more than 20 years. After the devastating 2010 earthquake, Al helped organize Direct Aid to Haiti trips in conjunction with a teachers union there. One hundred percent of the donations raised were used to purchase medications and supplies.

Campaign for the Future of Higher Education

JOHN HESS, ENGLISH

The Campaign for the Future of Higher Education, which held its second national meeting at UMass Boston in November 2011, will be holding its fifth national meeting in Columbus, Ohio, May 15-17. The CFHE has been very active since the 2011 meeting here and continues to grow.

The mission of this campaign is to ensure that affordable quality education is accessible to all sectors of our society in the coming decades during this time of great change in higher education. The CFHE seeks to reframe the current debate to focus on quality higher education as an essential right for our democracy and ensure that faculty, students, and communities have a voice to ensure that changes—in emphasis, curriculum, pricing, and structure—are good for our students and the quality of education they receive.

The CFHE established a “think tank,” the Centre for the Future of Higher Education, and the Center has published several research reports on crucially important issues in higher education. Reports including: “Closing Door, Increasing Gap: Who’s not going to (community) college?” and “Who is Professor ‘Staff’ and how can this person teach so many classes?” are available on the website.

A representative of the FSU will likely be attending the May national meeting in Columbus and will report on it in the next issue of the newsletter. In the meantime, please visit: <http://futureofhighered.org/>.

Campaign for the Future of Higher Education Principles

1. Higher education in the 21st century must be inclusive; it should be available to and affordable for all who can benefit from and want a college education.
2. The curriculum for a quality 21st century higher education must be broad and diverse.
3. Quality higher education in the 21st century will require a sufficient investment in excellent faculty who have the academic freedom, terms of employment and institutional support needed to do state-of-the-art work.
4. Quality higher education in the 21st century should incorporate technology in ways that expand opportunity and maintain quality.
5. Quality education in the 21st century will require the pursuit of real efficiencies and the avoidance of false economies.
6. Quality higher education in the 21st century will require substantially more public investment over current levels.
7. Quality higher education in the 21st century cannot be measured by a standardized, simplistic set of metrics.

Calendar of Events

FSU Annual Meeting

When: Tuesday, Apr 16, 1:00pm

Where: Campus Center, 2nd floor, room 2540.

The FSU Annual Meeting is open to all FSU members in good standing. This is the time when members vote on the FSU budget, any proposed bylaws changes, and discuss organizational matters in greater detail. This is a good opportunity to help shape the direction of your union so please attend. If you would like to have an item placed on the agenda contact the FSU.



MTA Annual Meeting of Delegates

When: Friday, May 10 – Saturday, May 11

Where: Hynes Convention Center, Boston

If you would like to be a delegate or would like a copy of the meeting agenda, contact the FSU office.

Educators for Democratic Union (EDU) Annual Meeting

When: April 27th, 10-11:30 AM

Where: King School, 850 Cambridge St., Cambridge, MA

Educate to Liberate: Creating the Schools We Deserve—the 3rd annual Boston-area Educators for Social Justice Conference

When: May 17-18, Fri 5pm-7:30pm & Sat 9am-5pm

Where: English High School, 144 McBride Street, Jamaica Plain. For more information visit www.besj.weebly.com.

UNION WORK NOW COUNTS AS SERVICE

The current contract negotiated last year includes the agreement that participation in union activities will be recognized as service to the University. Hitherto, some departments did and some did not consider this important aspect of life at UMass Boston as an acceptable way to fulfill the faculty service obligation. This agreement guarantees consistency throughout the university. Tenure track and tenured faculty should consider this as a new incentive to participate actively in the various FSU committees and leadership roles. Although non-tenured faculty are not obligated to undertake University service beyond their teaching duties, many do and some may have been hesitant to describe their union work in their AFR—this new understanding encourages them to do so.

—PHIL CHASSLER, AMERICAN STUDIES

Parental Leave On and Off the Tenure Track Continued from page 4

Natalia and her spouse, Chris Scarpetti, who was working as a Maintenance Supervisor at a manufacturing plant, had saved money to allow them to live on one income until her return to work, but “we had to rely on our savings more than we anticipated, to cut corners and really think about everything we spent.”

Adoption comes with its own challenges, including a process called “attachment.” Marjorie Salvodon met Marie-Carmel just after the 2010 earthquake when Marjorie was volunteering as an interpreter and rubble remover with All Hands, a disaster relief organization. The extensive adoption process meant it was two and a half years before they were able to bring Marie-Carmel home. Parental leave has allowed their family to establish a daily routine. “There’s also been a lot of learning going on,” Mark says. Marie-Carmel is learning shapes, colors, counting, sorting. These things are basic to academic life. Most U.S. children learn them at a much younger age.”

Chris Fung (Lecturer, Anthropology) was ineligible for paid parental leave. To preserve his sick leave time, he opted not to take FMLA. He could continue working because his spouse, Ping-Ann Addo, as tenured faculty in Anthropology, received a semester of paid parental leave. They also had a lot of help from Ping-Ann’s mother. Without family support, “if both parents were NTT, or if one were NTT and the other had a job that didn’t provide paid parental leave, it would have been



CHRIS FUNG (LECTURER, ANTHROPOLOGY) AND PING-ANN ADDO (ASSOCIATE PROFESSOR, ANTHROPOLOGY) WITH DAUGHTER LEOMANA. CHRIS WAS INELIGIBLE FOR PAID PARENTAL LEAVE AND CHOSE NOT TO TAKE FMLA. PING-ANN RECEIVED A FULL SEMESTER'S PAID PARENTAL LEAVE.

really, really hard.” This is exactly the situation facing lecturers like Natalia Scarpetti.

It can be difficult to relate to the challenges of introducing a new family member, to appreciate the value of parental leave or to recognize that parental leave is an “equity issue.” Reducing the eligibility period for full-time lecturers from 6 to 3 years is a major victory. The current parental leave policy, however, still leaves part-time lecturers, and full time lectures with less than 3 years service, with limited benefits. The situation for lecturers at UMass/Boston is far better than at other campuses, but there is still work to be done. ■

Share your parental leave story with Amy Todd at amy.todd@umb.edu

Public Higher Education Advocacy Day, continued from cover

They said that without an affordable public higher education option, they would be forced to withdraw.

Students also pointed out just how essential graduates of Massachusetts’ institutes of public higher education are to the local economy. According to the Public Higher Education Network of Massachusetts (PHENOM), an estimated 80% of graduates of public higher education remain in the state.

UMass Boston instructors **Phil Chassler** (American Studies) **Amy Todd** (Anthropology) and **Jonathan Millman** (Economics) were part of a group that met with Senator Pat Jehlen. They were joined by students from

Framingham State and Bunker Hill Community College. Says Chassler: “I was impressed by the large turnout, the enthusiasm and school pride of the many students, and the chance to meet with union colleagues from other schools.”

Once lobbying was wrapped up, the entire Advocacy Day crowd reconvened at the Grand Staircase for lunch. There was a palpable feeling of excitement in the air. While some veterans from previous Advocacy Days might have felt a touch jaded after years of lobbying at the state house, the enthusiasm of the students was evident. For many of them, this was the first time they had ever exercised their right to lobby their elected representatives and they were energized by the process. ■