

FACULTY VOICE

CCFT NEWS

A UNION IS ONLY AS STRONG AS ITS MEMBERS ARE INFORMED AND ACTIVE

DECEMBER, 2006

A Quality Education

Debora Bone, CCFT President



I have always liked the bumper sticker that says "Ginger Rogers did everything Fred Astaire did, backwards and in high heels!" The same logic might apply to differences between part-time and full-time instructors in a community college system that relies heavily on adjunct faculty, despite evidence that student outcomes are higher in institutions with more full time faculty.

It is certainly not true that part-time faculty members are less qualified but rather that the working conditions of full-time faculty contribute to improved performance and therefore better student outcomes. The California state legislature has

acknowledged this by passing the "75/25 rule" mandating that all community colleges work toward a goal of having 75% of all classes taught by full time faculty. At Cabrillo this ratio is around 65%. Nationally, the trend in higher education is for more contingent teachers and less tenure-track faculty each year.

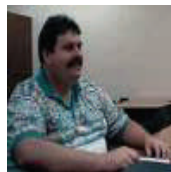
For all teachers, it is difficult to know which things that we do to guide, motivate and assist student learning can be linked directly to student success. However, some measurable factors are likely to increase the chances of success for many students. How might these be connected to working conditions?

Office hours are an important way for students to get individualized assistance from faculty members. If a faculty member works part time and possibly at more than one college, it is less likely that a student will find the teacher easily at a time that is convenient to the student. Privacy and confidentiality may be limited if the instructor is sharing an office with several other faculty.

Many students these days rely on email and other online venues for contacting their instructors. It is often harder to find contact information for part time faculty who may be using off-campus email and not be listed with the college. In addition, faculty who don't have their own office computer access may not check on student email or receive other electronic communication as regularly or easily as their full-time colleagues.

Part-time faculty members

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Negotiations Update: The Trinity

Paul Harvell, CCFT Negotiations Team

Presently, CCFT is working hard to prepare for next semester's negotiations. Most of the work of negotiations takes place away from the negotiating table, both before and after negotiating sessions. Preparation involves looking at possible changes to our current contract and then deciding in which direction we want those

changes to head. My personal style is that of a problem solver, so when I think about proposed changes, I think of them in terms of correcting some problem or improving compensation or working conditions.

Your negotiating team does not decide the direction in which negotiations head. It represents the interests of the entire bargaining unit, and

while it represents the interests of all faculty, those interests are not always easy to aggregate considering the variety of faculty and various assignments those faculty perform.

In Cajun cooking, there's something called the "trinity" which are the three vegetables that almost every dish uses: onion, bell pepper, and celery. Currently, the faculty

also have their "trinity": three top priorities — salary, benefits, and adjunct equity. These three priorities are essentially of equal importance when looking across all CCFT members, but for every individual faculty member, they are not of equal importance. However, they do carry equal weight when looked at by the union collectively, which negotiations must do.

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Quality Education

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are often less directly involved in curriculum development. They may not have the same participation in course development or textbook selection as the full timer down the hall. Their assignment may be unpredictable, making it harder to stay current with course material if they keep getting assigned new classes for the first time. How often does a part-time faculty member work hard to prepare for a course and then get a sudden change in assignment at the beginning of a new semester? What effect does it have on students when the teacher is preparing new material at the same time as the students?

Part-time faculty members are less likely to have time and access to resources for professional development. Conferences, sabbatical leave and other opportunities for gaining knowledge and experience in the field are far greater for full-time faculty.

Participation in department meetings— where specialized information is shared about courses, new approaches and new materials— is not part of the compensated or expected adjunct workload. This may mean that an instructor is not as current with information needed to correctly advise students progressing toward a major or an occupational degree.

Many part-time faculty do not have adequate health benefits. It is well known that people without benefits often wait for a crisis to get care and then suffer from more severe illness or problems. Poor health can affect anyone, but without appropriate care, job performance is likely to suffer more than for workers who are able to attend to their health effectively.

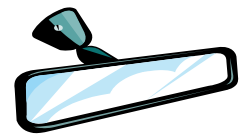
Full-time faculty benefit from financial security, job security, health benefits,

retirement security, and paid time to participate in the various governance activities that keep departments and divisions running smoothly. Until the state legislature funds community colleges well enough to convert many more adjunct positions to full-time, the union will continue to advocate for equitable compensation and supportive working conditions for part-time faculty at a local level.

One way that the union will be working on this is to define more clearly what “ancillary activities” the full-time faculty does as part of their total workload. If part-time faculty were also compensated for some of these activities, they might participate more fully in the work of developing curriculum, running departments and many other shared governance activities. This engagement with the full range of faculty

responsibilities should improve student outcomes by ensuring that all faculty members are current and involved in the education that is being provided.

Here at Cabrillo, our shared goal is to provide high quality education and support for excellent student outcomes. Therefore, it is in the interest of all faculty to support improved working conditions for part-time faculty. These colleagues are dancing as fast as they can to keep up while “moving backwards and in high heels.” Maybe it’s time to get some rear view mirrors?!



For More Information

Julie Hanks, COPE Co-Chair and Reading Instructor, has recommended that you have a look at a recent article from *Inside Higher Education*. The piece summarizes research from a national study which indicates that “institutions with higher percentages of full-time faculty members have higher completion rates.”

You can find the article at:

<http://www.insidehighered.com/news/2006/10/16/parttime>

Negotiations

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That trinity is foremost in my mind as the union prepares for negotiations, and I believe needs to be, at least implicitly, acknowledged in all discussion of priority and direction.

Salary, benefits, and adjunct equity may form the trinity, but there is an abundance of issues that move beyond those three. Trying to

represent our broad spectrum of faculty on all those issues isn't always easy. Obviously, communication between the faculty and union leadership is key to success. The union utilizes several methods of communication: e-mail, this newsletter, website, and division representatives. I've often pondered what is the most effective and efficient way to keep

everyone updated on the status of negotiations. If you have any ideas, let me know.

Communication must be two ways. Union leadership needs input from everyone. In preparation for current negotiations, surveys were conducted. At the end of the process, the new contract will go out to all faculty for ratification. Before we get to that distant end, there is still

time and a need for your voice. I strongly urge everyone to talk with division representatives to let them know your priorities and thoughts. A list of contract issues that the union will be focusing on is now circulating. Please take a moment to look over that list, and then let your reps know what's important and what kind of direction the union should take.

Stick Your Neck Out for Academic Freedom

Jefferson Hancock, Editor

In our comfortable Santa Cruz bubble, many of us take our liberties for granted, and periodically we need to be reminded of how fortunate we are. The October issue of the California Part Time Faculty Association (CPFA) newsletter tells the grim tale of Douglas Giles, a Chicago philosophy professor who was reprimanded and lost his job at Roosevelt University for speaking about Islam in his world religions class. Apparently, his Department Chair was "disturbed" that he allowed open questions and discussion. Furthermore, Giles was ordered "not to respond to questions on certain topics."

Such infringements on academic freedom are not new to our country. In charged political climates, the first victim is often freedom of speech. During the 1950's if you wanted a professor's job, you had to sign a loyalty oath, swearing you weren't a communist. These days, if you look up information about terrorists at the library, you could conceivably find yourself on a government watch list. Over the past two years, student anti-war groups at UC Santa Cruz have been

infiltrated by the FBI in its search for terrorist links.

Believe it or not, the situation could be worse.

In Oaxaca, Mexico, striking school teachers had to occupy the town square to make heard their demands for better pay and increased school funding. They also demanded the resignation of Oaxaca's governor, Ulises Ruiz Ortiz, decrying his corrupt and heavy handed management of the province. The governor responded by sending in state troops with clubs, tear gas, firearms, and tanks equipped with water cannons. Several strikers died in the fighting, and the teachers went back to work after agreeing to a pay raise, but the situation there remains tense.

Our colleagues in Iraq have it worse. Consider these reports. An article dated November 21 from Diverse Online tells us "More than 200 [professors] have been assassinated and the rest live in fear of saying anything that might offend any number of groups, all suspected of murder and mayhem in Iraq." Meanwhile, a November 10

Separation of church and state is essential.



If you say that again, I'll have you killed.

article on the American Association of University Professors' website claims "over 180 university professionals in Iraq have been killed since the 2003 U.S.-led occupation." Still another report on a discussion list from the University of Chicago says, "Official figures issued recently show that nearly 300 university professors have been assassinated since U.S. troops landed in Baghdad in April 2003." Needless to say, universities are having a hard time keeping students and faculty because going to school means taking your life in your hands.

How lucky we are to have a

strong union which advocates in our behalf – with *contract language* nonetheless – to maintain academic freedom. Section 4.2 of the CCFT contract states, in part, "Academic freedom encompasses the freedom to study, teach, and express ideas, including controversial ones, without censorship, political restraint, or retribution." At our December meeting the CCFT Council took a small, symbolic step toward protecting academic freedom by passing a resolution expressing solidarity with the Oaxaca teachers.

Beats murder, doesn't it?

Community College Ballot Initiative Needs Your Help

Californians for Community Colleges, a joint advocacy effort of the Faculty Association of Community Colleges (FACCC), the Community College League of California, the Los Angeles Colleges Faculty Guild, and the California Federation of Teachers have written a ballot measure for June 2008. The three-pronged ballot measure would address Proposition 98, bilateral governance and student fees.

Passage of this initiative means more equitable funding, greater autonomy, and

more stable student fees. It needs approximately 598,000 valid signatures by January 22, 2007, to qualify for the 2008 election. Getting those signatures will cost money. Cabrillo's target contribution to the campaign is 27,000. Of that, we've raised \$8,149.00, or 30.2% of our goal, according to FACCC, org. At the November CCFT Council meeting, members passed the hat and generated more than 100 dollars to add to that total.

Clearly, though, we have a long way to go, so if you see a petition circulating, please sign it. Better yet, if you'd like to circulate a petition yourself or make donations to the campaign, visit the FACCC website at FACCC.org or the CFT website at www.cft.org. If you're not fond of websites, contact :

Maya Bendottoff, CCFT Director, at 464-2238.

Here are the initiative's three goals, according to the FACCC.org:

*Establish a separate Proposition 98 guarantee for community colleges that grows annually with the existing Proposition 98 inflation factor and community college enrollment growth.

*Establish the California Community Colleges in the constitution, securing bilateral governance and providing the System Office with autonomy similar to that of the California State University.

*Reduce fees to \$20 per unit and limit future fee increases to the lesser of the annual change in per capita personal income or 10%.

Part Time Faculty May Be Eligible for Unemployment Benefits Over Wintersession

Maya Bendotoff, CCFT Director

Part-time faculty may be eligible for unemployment benefits over winter break. To qualify, you must be actively looking for work in your occupation during this time period and you must not have "reasonable assurance" of reemployment. Because the contingent contract offered to you by Cabrillo is a merely a tentative offer of employment, it does not constitute "reasonable assurance" of employment.

When should I apply for unemployment?

On your first day of unemployment. Your claim will start at the beginning of the week you apply. Payments will only go back to the first day of application, so be sure to submit your claim in a timely fashion. There is a one-week waiting period for each benefit year, which begins with the date of filing for bene-

fits and ends one calendar year later.

Please note that you are paid from the beginning of flex week through the end of the academic semester (unless you have a specified, shorter-term contract). This is true even if you stop teaching before the final date listed in your individual contract. The current semester runs through December 16, 2006.

What you need to know when you file

Be sure to let them know you are a temporary, part-time employee who has been laid off for lack of work. If you have an assignment for the spring, explicate that you have a tentative assignment for the spring semester and that your assignment may be withdrawn at the District's discretion at the last minute because of funding,

enrollment, or other changes. (This language is found in section 16.5 of the Contract, we recommend you have a copy on hand during the application process). You should also mention your entitlement to benefits under the case of *Cervisi v. California Unemployment Insurance Appeals Board* (1989) 256 Cal.Rptr.142. The *Cervisi* decision states, "an assignment that is contingent on enrollment, funding, or program changes is not a 'reasonable assurance' of employment."

In filing your claim, please note that your union number is AFT local 4400.

Apply online at www.edd.ca.gov/fleclaim.htm or call the Employment Development Department (EDD) at 1-800-300-5616.

More Information

Section 16.5 of the Contract and info on the appeals process can be found on our website at <http://ccftcabrillo.org/unemploy.htm>. If you have additional questions or comments, please call CCFT representative Maya Bendotoff at 464-2238.

Non-Member Voting

Addressing the CCFT Council's October 16 meeting, Sue Holt requested that this body consider granting agency fee payer, non-members the right to vote on contract issues. All Cabrillo faculty, union members or not, pay fees to CCFT because they receive the benefit of representation in collective bargaining. They work under a contract negotiated by the union, and they pay a fee to offset the expenses incurred by the union in providing this representation. Those folks who choose not to join the union are called Agency Fee Payers. Some Agency Fee Payers request to have reduced fees because they have elected to have their fees go only to matters directly related to the contract.

Holt's argument was that since Agency Fee Payers are affected by the negotiated contract, they should have the right

to vote on it. Opponents to this proposition argue that if agency fee payers want to vote on the contract, they need only fill out a blue card and join CCFT.

The matter was discussed at some length, with spirited debate on both sides. On the one hand, granting this kind of vote doesn't cost anything. On the other, it sets a negative precedent. If non-members get to vote on contract, why should anyone join the union? If no one joins the union, why bother to have a union? If there is no union, there is no collective bargaining. If there is no collective bargaining, there is no contract. Etc. etc. Finally, on the positive side, since CCFT is affiliated with national and state bodies, it has the ability to exert influence on larger educational issues that ultimately affect salary and workload, issues such as class size and academic freedom. For evidence of this, con-

sider that community college fees have dropped this year. Think also of the march on Sacramento a few years back which saved a good chunk of money from being hacked with the budget ax and saved quite a few jobs, too. Your union participated in making that possible.

At the November 16 Council meeting, Julie Hanks reminded members the Agency Fee Payer system was established with an honest vote of the faculty and was conducted in a fair election. Ultimately, there have been no new proposals concerning the matter, so Agency Fee Payers will not have the right to vote on the contract, but the matter was discussed and received the attention it deserved. The bottom line? If you want to vote on the contract, fill out a blue card and join up. CCFT needs and welcomes your participation.

"Because the union incurs significant costs in representing you, in 1995, CCFT bargained for and held an election in which a majority of the faculty members voted for an agency fee agreement in our contract with the district."

Julie Olsen Edwards—Committed to CCFT

This month's faculty profile focuses on ECE Faculty Member Julie Olsen Edwards. The Faculty Voice interviewed her in late November.



Describe your early experience with Cabrillo unions.

I pulled together the first organizing meetings back in the 80's...Actually, the first meeting was held around my kitchen table!

Things were going very badly at Cabrillo. Money was tight, full time faculty were being let go (it was called "reduction in force"), and the President was ignoring the input of the faculty on most issues. Nancy Andreason, Rob and I invited small groups of faculty to meet together off campus to talk about how to put the faculty voice back into decision making. In that process we decided to investigate unionization and invited CFT and CTA and a representative of a non-affiliated union to make presentations to the faculty at large. It was scary, exciting, new territory for most of the faculty, and in the process we all received a huge education about what was going on across the campus. (We all knew how hard it was in our own departments...but the bigger picture was new). We had to decide if

we wanted to unionize. Who was the "we" (did we include Adjunct? Children's Center teachers? LIA's?). What were the key issues that mattered most (Faculty voice in governance? Work load? Grievance? Salary? Benefits? Status of Adjunct Faculty? Academic Freedom? Etc. etc.). And if we unionized – with whom should we affiliate?

Whew! What a year!!

Then, once we voted and unionized – we had to craft the first contract. Now that was an education. After that came our first negotiations which lasted well over a year and was incredibly difficult. But we did it, and I think everyone was proud of our work to stand together and represent all the various needs and interests across the campus.

How has CCFT benefited you?

Being active in CCFT has been deeply important to me. I've taught at Cabrillo for 36 years. I believe in our Mission, in our students, in our remarkable faculty.

Being able to influence the conditions under which we do our important work has felt very significant to me. CCFT has connected me with wonderful people across the campus and taught me so much about the many ways teaching can be done. Besides which, I've received regular raises, have benefits, have had Sabbaticals, know I have someone in my corner if I am unfairly treated, have the writing factor on my largest class (where students write a paper a week), can rely on the Children's Center teachers in our Children's Lab to support my students because they are recognized as the professionals they are, and have seen steady improvement (although there's a long way to go) in the conditions of the amazing adjunct faculty who work side by side with me.

Oh yeah...CCFT has also connected me with faculty across the State and given me a much deeper understanding of my part in the larger educational community in California.

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What positions have you held in CCFT?

- * Chair of the organizing committee
- * Membership/education chair for most of twenty five years
- * Council member
- * Negotiator
- * Contract development
- * Wrote the first Constitution (with lots of input)
- * Served on way too many committees...(what was I thinking???)
- * CFT - 1997 recipient of "CFT Women in Education Award"
- * Serve on the statewide CFT-Early Childhood Education committee

CCFT Invites all faculty to attend our...

SPRING 2006 FLEX WEEK EVENTS

Part-Timers' Solidarity Breakfast

Wednesday, January 31 from 9-11 am in the Horticulture Center, room 5005

CCFT PC Meeting

Thursday, February 1 from 11:30-12 noon in the Horticulture Center, room 5005

CCFT Luncheon

Thursday, February 1 from 12-1 pm in Horticulture Center, room 5005

CCFT General Council

Thursday, February 1 from 1-3 pm in the Horticulture Center, room 5005

Dues Refund Error

Greetings from the CCFT Treasurer. As many of you know, when full-time faculty received the \$500 stipend for benefits this year, CCFT accidentally took dues out of that stipend. We then wrote refund checks to deal with this error. In reviewing the numbers, it has come to my attention that we refunded the wrong amount. While we should have refunded \$5.60 to full-time faculty, we actually refunded \$5.06. We apologize for this error. While we would like to refund the extra \$.54 to each full-time faculty member to whom it is owed. However, it will cost us more money to cut checks and get them to all of you than the amount of the error, so we are considering donating this money to either retirement parties or Staff Appreciation Week activities. Nonetheless, those who members who so desire can still request a refund of the 54 cents if they wish.

—Dave Reynolds

CABRILLO COLLEGE FEDERATION OF TEACHERS



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<http://ccftcabrillo.org>
Director: Maya Bendotoff

Convention Call

Mark your calendars! The CFT Convention will be held March 16-18 in Los Angeles. The annual Convention is the highest policy-making body of the Federation. The union's vitality and democracy depend upon participation in the Convention by delegates from all locals representing all of the divisions of the CFT (classified, community college, early childhood, K-12, adult education, and university).

If you would like to nominate yourself to serve as a delegate, please contact us at ccft@ccftcabrillo.org or 464-2238. Please note that only members are eligible to attend.

CCFT will reimburse 2-3 delegates for necessary expenses. For more details, contact the CCFT office.



CFT Raoul Teihet Scholarships

Children or dependents of CCFT members are eligible to apply for Raoul Teihet Scholarships of \$1,000-\$3000. Scholarships of \$3000 are awarded to students entering or attending a four-year university; \$1000 scholarships are awarded to students entering or attending a two-year school. The awards are based on

academic achievement, financial need, special talents and skills, participation in extra-curricular activities, and a 500-word essay on a social issue about which the applicant feels strongly.

The scholarships were established in honor of former CFT President Raoul Teihet, the charismatic leader of the union during the 1970s when California education employees won

collective bargaining.

To download a scholarship application, go to www.cft.org. To obtain a photocopy of the application, contact the CCFT office at 464-2238 or ccft@ccftcabrillo.org.

Deadlines: High school applications must be postmarked by January 10, 2007. College applications must be postmarked by July 1, 2007.

Julie Olsen Edwards

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What are the most pressing labor issues for Cabrillo faculty today, and what should the union do about those problems?

As all of our workloads have increased and as the structures for faculty to connect with each other have decreased, faculty are again back in their own departments struggling with overload, attempting to do effective teaching with insufficient supports, and with little sense of the systemic issues that shape our

day to day work. There is a huge need for Cabrillo faculty to claim our expertise about instruction and insist that our perception of what is needed be central in all decision making. This requires connection, thoughtfulness and bravery. It's worth it.

Additionally, we need to recognize that public education is under attack. There is no longer the political support for the notion that every citizen has the right to access higher education or that critical thinking is an essential skill

for a democratic society. More and more of our educational decisions are being made in political processes that have little commitment to, and less understanding of what education is truly about. Our only hope for influence and impact is to speak with a unified voice from a place of organized resistance, leadership and power.

It's the old union slogan...solidarity! We are indeed stronger in our collective voice than alone.

ELECTED OFFICERS

President	Debora Bone
Vice Presidents	Paul Harvell Vicki Shook-Fabbri
Historian	Michele Rivard
Treasurer	David Reynolds
Membership Chair	Michael Mangin

APPOINTED CHAIRS

Chief Negotiator	Debora Bone
Adjunct Committee Chair	John Govsky
Grievance Officer	Denise Lim
Newsletter Editor	Jefferson Hancock
COPE Co-Chairs	Julie Hanks & Bill Stamos

DIVISION REPRESENTATIVES

BELA	Kim Arzate Mary Larson Diane Putnam Nancy Stucker
Counseling	Barbara Schultz-Perez Francisco Ponce
HASS	Enrique Buelna Michelle Chao Michael Pebworth Chuck Smith Kristin Wilson Nancy Spangler
Health Services/ Library	Sylvia Winder
HWPEA	Toni Alderson Jan Hiley Beth McKinnon
Instructional Development	Jefferson Hancock
NAS	Sara Decelle Jim Griffin Joe Jordan Alex Taurke
VAPA	John Govsky Michele Rivard Dawn Nakanishi
Watsonville	Julie Hanks