

FACULTY VOICE

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

DECEMBER 2007

President's Report: Facilitating Facilities

Paul Harvell, CCFT President



CCFT President
Paul Harvell



It is human, and somewhat amusing, that opportunities may also create conflicts. Case in point for this article is the new buildings. As programs, departments, and people vacate old facilities and take up residence in the new facilities, open spaces are created which can be utilized to fulfill college needs and lessen some of the space constraints programs and departments face. With the bulging needs of some areas and the vacuum of empty rooms, some people on campus fear a coming stampede as was

witnessed in the 19th Century with homesteading. Makes one wonder which department will earn the nickname "Sooners."

So before any shots might be fired over the land grab, a referee has been called in (an outside consultant). The space consultant will coordinate and oversee the process of allocating space. The process has already been defined, and the committee in charge of this (SEAC) is in the final stages of hiring the consultant. "Consultant" is a bit misleading. It's a team that will be

doing the work, so we're talking about more than a single person.

I suspect it might be in many a faculty's interest to understand the process and know their role in it. I suspect this because many programs are in need of additional space (actually, some are just in need of permanent space, as opposed to their current temporary lodgings).

What is the process and what will be a faculty's avenue for participation in the process?

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AFT Endorses Clinton: Making Sense of the Presidential Morass

Jefferson Hancock, Editor



Of late, I'm sure you've seen some of the various labor-related publications letting you know that AFT is endorsing Hillary Clinton for president. On the one hand, I'm thrilled that the under-represented are finally accessing higher echelons of power. Wow! A woman and an African-American both have a viable chance to lead the country. But I am continually reminded that we shouldn't just vote for gender or ethnicity. Looking at the examples of Condoleeza Rice and Alberto

Gonzales, we can see that anybody can make stupid decisions or act like a demagogue. Skin color and gender have nothing to do with that. So we shouldn't just vote for Hillary because she's a woman and Barack because of his African ancestry. What does each have to offer?

AFT tells us that they're backing Clinton because she's going to promote education and affordable healthcare. The United Federation of Teachers Blog EdWize tells us that she

backs unions and will work hard to preserve our pensions and our health care and our right to organize. I hope so.

And then there's Obama. The general gist of his platform is to recruit more teachers and pay them better. As part of the recruiting program he recommends incentives to "encourage teachers to continue to acquire needed skills, enhance the expertise available within schools and improve learning for many traditionally under served student

groups." Some have called this the equivalent of merit pay, which is why he didn't receive AFT's blessing. Still, his heart seems to be in the right place. He wants to place particular emphasis on under achieving and under funded urban schools. He also believes in more after school programs and pre-school.

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Results of the Distance Education Survey

Eric Hoffman, CCFT Co-Vice President

This Spring, portions of the distance education articles of the contract will be open for negotiations. (In distance ed classes, the instructor and students are separated by distance and interact with the assistance of communication technology.) The current contract provisions were written when few people on campus had experience with distance ed. Since that time, the number of distance ed courses has grown steadily, particularly those that have an online component. This semester's catalogue lists 84 online sections and 4 telecourses offered by 27 departments, plus an online writing tutorial.

Last month, CCFT sent out a survey through email and staff mailboxes to find out how faculty felt about a variety of distance ed issues. 122 surveys were returned. A little over half of those were from fulltime faculty. A third of all respondents were teaching at least one class in a distance ed format, or had taught one in the past. A third of those who reported distance ed experience were adjunct faculty.

Of those with distance ed experience, 60% taught online courses and a third taught hybrid courses (part online, part on-site), with only a few doing other types of formats. Of those with no distance ed experience, a little over half expressed an interest in

teaching a distance ed class, or were preparing to teach one. However, most of this group felt they needed more training before they could take on a distance ed assignment.

There was general agreement that the College should not be allowed to assign faculty to distance ed courses without their consent, and that adjunct should not lose their reemployment preference if they turned down a distance ed assignment. Numerous faculty commented that online instruction requires commitment and specialized skills, and that forcing someone to teach online would not serve students. Several suggested that those hired under job descriptions that included distance ed coursework and those who had already taught the online course being offered should not be allowed to turn down assignments.

Respondents also generally supported the idea of allowing discussion boards as a way to maintain effective student contact, but a number of comments made it clear that students must have a private way to communicate with their instructor, as well.

There were a few stories of people being pressured to take on distance ed courses. Most of the pressure was not aimed at individuals but at programs with low enrollments. A few adjuncts

felt they had placed their future assignments at risk by refusing a distance ed assignment.

The most interesting results came from the questions about whether faculty should be allowed to teach only distance ed courses and hold all their office hours online. While most respondents said a full distance ed load was acceptable, a substantial minority felt that faculty should not be allowed to teach only distance ed courses (43% overall), even among respondents who had taught distance ed (35%). Several cautioned that these decisions should be made on the division or department level on a case by case basis rather than through a rule in the contract. There were numerous comments that spoke to the importance of contract faculty maintaining a campus presence to fulfill College governance functions, share department workloads, and sustain cohesiveness and collegiality within departments. Some faculty voiced concern that the sense of community at the College could be threatened by having too many online course offerings, and others were worried about hiring out of town adjuncts who would gradually replace on-site teachers.

Continued on page 3

"There was general agreement that the College should not be allowed to assign faculty to distance ed courses without their consent, and that adjunct should not lose their reemployment preference if they turned down a distance ed assignment."

Adjunct faculty may request a pay advance for January 2008

Because flex week does not start until February, 2008, **adjunct faculty will receive only FOUR paychecks during spring 2008:** end of February, end of March, end of April and end of May. Contract faculty will be paid their regular contract according to the usual ten-month schedule.

Adjunct faculty may request an ADVANCE of up to 15% of the total expected unit pay on work to be done during the semester. This advance will be paid at the end of January 2008; the sum will be paid back through equal deductions from the two checks at the end of February and March 2008. This is NOT a paycheck, but an interest free loan against future earnings. All taxes, deductions, etc. will be taken from the four paychecks described above.

If you are interested in requesting an advance, see the policy and submit your request on the appropriate form to your division by January 14, 2008 (contact your division, payroll or the CCFT for a copy of the policy and form).

Facilities

from page 1

Here's a rough outline of some of what the consultant will do:

- Work with divisions, departments, or programs to determine space needs;
- Work with VPs to create a prioritized list for their component;
- Facilitate meeting with VPs to generate a college wide prioritization list;
- Generate preliminary plan considering cost, funding source restrictions, physical restrictions, and program adjacencies;
- Present plan to college;
- Modify plan as recommended by CPC, division/department heads, and component heads;
- Submit to Cabinet for re-

view and recommendations;

- Present plan to college president. President will take to governing board.

According to the above process, the most important avenue for faculty input will be working with divisions, departments, and programs to generate a prioritized list of needs. Those requests should ideally be supported by evidence of need (program growth, etc.). Faculty need to work within their programs to create that list, and part of the process will be for programs to have access to the consultants to state their needs.

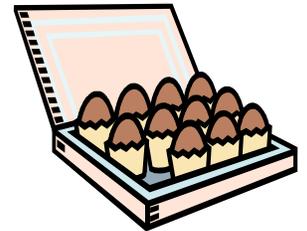
Has anything already been determined? Yes. There are decisions already made in the facilities master plan. First, the

200 building and \$4 million is allocated for Student Services. Second, the 300 building and a little more than \$4 million is allocated mostly for classrooms. Half of the money for the 300 building came from state matching funds, so we are locked into the plan submitted to the state. Cabrillo will also be requesting some matching funds for renovation of buildings vacated once the new Wellness Center is completed. Those buildings will include 1500 and 1600, and parts of 500 and 600.

During Spring Flex Week there should be at least one activity concerning the space allocation process. CPC should also be issuing an informational summary statement about the process. Divisions and departments should also be taking time dur-

ing flex to discuss the process and the division's or department's role in that process. Some programs are already at work on this. There might also be update forums mid-semester.

No word yet on what kind of chocolate the consultants like.



Distance Ed Survey

Continued from page 2

Most people supported requiring some on-site office hours for faculty (59%), including a substantial minority (31%) of those with distance ed experience. Several comments emphasized the importance of flexibility to allow online students additional ways to connect with faculty (such as phone hours), even if there were no on-site office hours offered. Others stated that, from their experience, most online students do not use in-person hours when they are offered.

The question that generated the most commentary was the one asking distance ed instructors to compare workload in distance ed and face to face classes. Almost all agreed that there was a tremendous amount of unpaid up-front time that went into learning the technology and setting up a course online. Many also mentioned the time it takes to update courses from semes-

ter to semester, keep their own tech skills up to date, and help students with tech problems. Once the course was underway, there was not the same level of agreement about how the workloads compared. Some felt that keeping in touch with everyone in the distance ed class was much more time consuming, but others felt this was balanced by less lecture and commute time and more flexibility in work hours.

The survey also asked about student success rates in distance ed classes. The general impression was that a portion of students who sign up for online classes do not have the organizational, reading, and tech skills they need to succeed. Many reported that there was a high drop-out rate at the beginning of the semester, but the students who stayed with the class did well. There was some debate about whether students master the course information as thoroughly in distance ed formats, with several commenting that

the answer depended greatly on the subject matter.

The lengthy and thoughtful comments that accompanied the surveys showed that many faculty are thinking carefully about what place distance education has at Cabrillo, and what the "online culture" will be here, both for students and instructors. A few oppose online instruction completely and a few are unabashed supporters, but most are aware that there are issues to work out, not just in technical areas but in the pedagogical and philosophical realms as well. The faculty seems committed to maintaining our focus on teaching excellence without allowing the glamour of high tech to blind us to its potential problems.

Most of the issues brought up in the surveys can't be resolved through contract negotiations. CCFT would like to work with the administration to monitor the effects of distance education and to provide an ongoing forum for discussions on its merits and shortcomings.

To see the spreadsheet with full results of the survey, along with a compilation of the added comments, email [Eh Hoffman](mailto:ehoffma@cabrillo.edu) at ehoffma@cabrillo.edu



Classified Information

Negotiations Finally Finished – Blessed Be!

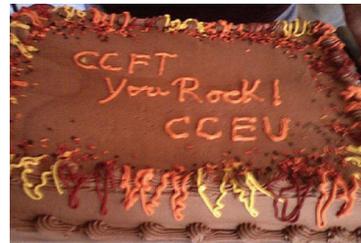
Stephanie Stainback, CCEU President

After months of protracted and tense negotiations for salary and benefits, CCEU finally signed off on an agreement with the District. CCEU membership ratified the agreement at their November membership meeting by a unanimous vote. This finalizes CCEU's initial foray into negotiations with the District as a small, independent union, and we are feeling good about the final result.

At one point it looked fairly certain that we would go to impasse with the District, and it was CCFT's support that nudged the Board to encourage administration to go back to the table to resolve our differences. At the time of the Board meeting, our differences were one-half percent of a salary increase for the classified staff – the equivalent of \$61,000.

Our gratitude to Maya Bendotoff, Paul Harvell, Debra Bone, John Carothers, Rob and Julie Edwards, Alice Rink, and all of the other faculty members who showed up, stood up at the Board meeting, and supported us at a time when we really needed it. Union support has never felt so good! We look forward to reciprocating. In times of limited resources when we are encouraged to compete for salary increases, it is especially tempting to leave sister unions alone to sink or swim on their own. CCFT leadership is to be commended for resisting that temptation, for acknowledging the discrepancy in salaries between certificated and classified staff, and the need for all employees to make a living wage.

The final settlement with the District provides for a two year contract with re-openers for salary and benefit changes. It stipulates a 3% salary increase effective 1-1-08, a \$950 stipend in lieu of a retroactive salary increase, and a financial incentive for those wishing to retire in 2008. We feel that this was a fair settlement. It would not have happened without CCFT's support. Our gratitude goes to all of you for nurturing the viability of our new union, and for your tangible support of your classified co-workers. Turquoise fever! (And who the hell picked that color??!!)



"...CCB finally signed off on an agreement with the District. CCB membership ratified the agreement at their November membership meeting by a unanimous vote."

Yummy cake presented to CCFT at its November Council meeting

Community College Initiative

Bill Stamos, C.O.P.E.

Yes, it's the 'time of giving' again. This time however, we've got a very worthy cause that will continue to give back to each one of us, over and over. On February 5 '08, the Community College Initiative will appear on the California ballot. To say that is long overdue, and crucial for our continued educational survival in California is an understatement.

Proposition 92, as the CCI is otherwise called, has three primary functions:

- First, it rolls back Community College tuition fees from the current \$20 per unit to \$15, and ties future increases to cost of living increases. This is important, as we lost over 300 thousand students with the last rate hike in California.

- Second, it insures adequate and stable funding by creating a separate funding system from k-12, tied to the growth of the adult population.
- Finally, it provides for an independent public post-secondary education system of local Community College Districts and boards.

Basically, the proposition is a win/win situation for everyone. It does *not* raise taxes. It does *not* reduce funds for k-12 education, but establishes a separate formula for our growth, just as Community College attendance is projected to increase substantially. The initiative will also help provide a well educated and well trained work force that will end up paying more

taxes back to the state. A graduate with a degree or certificate from a California Community College, in general, will see wages increase from \$25,600 to \$47,571 annually, within three years of graduation. This is why for every dollar the state spends on Community Colleges, we generate \$3 back.

To remain competitive in the increasingly global labor market, California needs a well educated, and well trained work force. CCFT and the C.O.P.E. committee hope that every Cabrillo College faculty member will realize the importance of this initiative and will contribute to the promotion and passage of Proposition 92 in February.

YES^{ON}
prop 92

**Write checks to
CALIFORNIANS
FOR COMMUNITY
COLLEGES**

**and send to the
CCFT mailbox.**

The CCFT COPE Committee will track Cabrillo faculty contributions and forward them to the campaign.

Part Time Faculty May Be Eligible for Unemployment Benefits Over Wintersession

Part-time faculty may be eligible for unemployment benefits over winter break. In order 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 benefits 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 21, 2007.

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

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.

More Information

More information 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.

Elections

From page 1

Finally, I'll have to lump the rest of the democrats together – Edwards, Kucinich, Biden, Richardson, et al. It's a real shame that these folks have been branded as losers already in the press because they all strong domestic agendas that value education. Edwards' focus is improving the lot of the poor and the middle class. He wants community colleges and public universities to be tuition-free and proposes students pay off their schooling through work programs. Kucinich favors more education funding through cuts in military spending and ending the Iraq war. Richardson's educational agenda sounds much like Obama's. He wants better pay for teachers

and focuses on underprivileged and underrepresented groups. Biden wants "performance based pay" for teachers as well as longer school terms and mandatory schooling for 16 years. Dodd favors free community college education and says merit pay is okay, but only in poor areas.

I suppose in the end what bothers me about presidential elections is that I don't hear clear answers from the candidates. I get vague generalities – the same old party-line gobbledygook that has been coming from Washington forever and ever. Nobody except Kucinich will speak his mind, and when he does, we call him a nut and say he has no chance to win. When I've seen the leading candidates speak lately, I think of Orwell's essay "Politics and the English Language" when he describes public officials whose eyes glaze over as they speak in euphemism about torture and spying

and war casualties. I was hoping that, given the importance and gravity of this year's election, we would see something beyond that – that a real leader would emerge to bring our country out of this dark time with optimism and plain talk.

Unfortunately, to get elected, the leading candidates must pander to the lowest common denominator. They must please everyone and in doing so, cannot tell the truth, cannot speak freely, must use euphemism and cloudy language. I'm reminded of a story in Mark Twain's autobiography in which he speaks of the public and the private person. He says that privately, he could never accept the notion of Immaculate Conception as truth, but publicly he would have to, because to do otherwise would brand him as a fool.

So in the end, the AFT endorsement of Hillary Clinton comes as no surprise. She speaks in glittering generality because she has to.

Those in public office must appeal to the widest group of interests, and AFT represents one of those broad-based interests. In fact, AFT was quick to note that it came to its endorsement decision came after "a deliberative seven-month process designed to solicit from membership their issues of concern and the candidate they believed would best address those concerns." So, if you believe AFT, the endorsement represents democracy in action.

Still, the skeptic in me wonders. I was speaking with a friend about the upcoming election. She cynically said that she thought the outcome had already been decided for us. I only hope she's wrong.

**To find out more
about candidates, visit
www.ontheissues.org**

Direct Deposit for Adjunct Faculty

Maya Bendotoff, CCFT Director

As of spring semester 2008, adjunct faculty members with reemployment preference are eligible for direct deposit. Reemployment preference is obtained after earning eight semesters of service credit in an academic discipline (refer to CCFT contract, [Article 16.8.2](#)).

To sign up for direct deposit, bring a voided check (not a deposit slip) to Scott McDonald or Diana Galante in the payroll office and complete the direct deposit form, which includes a repayment agreement. Scott can be reached by phone at 479-6386 or by email at scmacdon@cabrillo.edu; Diana can be reached by phone at 477-5615 or digalant@cabrillo.edu. Note that the processing takes a month in advance to set up (the first month is to verify the correct account via an electronic tracer). If you would like the deposit to be effective with your first paycheck in the spring, you will need to submit the paperwork by December 6. If you have questions about reemployment preference, contact Debra Barnett in HR (debarnet@cabrillo.edu or 479-6240). For all other questions, contact Maya Bendotoff at the CCFT office (ccft@ccftcabrillo.org or 464-2238).

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Dance Instructor
Rhonda Martyn
Gussied up for Halloween

Will the Real Rhonda Martyn Please Stand Up?

In last month's Faculty Voice, Rhonda Martyn was erroneously identified in a photo of adjunct faculty at the Part-timers' Luncheon who have been at Cabrillo for more than 20 years. For this, your editor humbly apologizes. The following presents some *real* information about Ms. Martyn and her manifold achievements.

Rhonda Martyn is a professional choreographer, dancer and dance educator with extensive teaching experience. She's been at Cabrillo as an adjunct instructor for seven years but did serve as a temporary full-time faculty member for one year when the Dance Department moved from the old HPERD Division into its present division home, VAPA.

Rhonda is primarily a Dance instructor, but she also teaches Low Impact Aerobics and Yoga for the Physical Education Department and "How to Teach Creative Movement to Young Children" for the Early Childhood Education Department. Rhonda says she loves teaching because "it keeps me thinking, learning, growing artistically, creating new ways of delivering information, and organizing what I already know."

Meanwhile, Rhonda's been a CCFT member since she started at Cabrillo seven years ago. She chose to be a member because she sees unions as "necessary." She adds, "As a member of the teaching profession we need group

effort and representation." Ms. Martyn is "very supportive" of CCFT and adds, "John Govsky does a terrific job as the adjunct faculty representative. Present and past elected CCFT officials have always struck me as conscientious and deeply committed; I appreciate the openness of the meetings." Rhonda also indicated her esteem for CCFT's Director by saying, "You Rock, Maya!"

Rhonda's been dancing and choreographing professionally since she was 18 years old. Her first choreographic commission came while she was still a freshman at Stanford University when she choreographed a baroque opera for the Carmel Bach Festival. She started teaching dance while she was still an undergraduate at Stanford as well. Eventually, she got a BA from Stanford and went on to earn MFA in Dance (Performance and Choreography) from the University of Utah.

Of her professional career she says, "I am happy that I was a working professional dancer/choreographer in both San Francisco and New York. It provided a wealth of valuable experience and amazing opportunities. I have also traveled extensively - Europe, Southeast Asia, Australia, Central America, Canada, Africa - and speak several languages. This has broadened my outlook and cultural sensitivity, while providing fascinating avenues for personal/professional/artistic growth."

Since college, Rhonda has gone on to do amazing things. She was the founding Artistic Director of the San Francisco Moving Company, where she choreographed over 12 works and was a featured choreographer on KQED-TV. She also received a Choreographic Fellowship from the National Endowment for the Arts, and with

this she helped create a dance/performance art piece called "Witchmoth." The work, performed in the eerily cavernous Ohio Theater in New York's SoHo district, enjoyed sell-out audiences and excellent reviews.

Ms. Martyn continued to choreograph successfully in New York where she lived and worked from 1983 to 1991. Jennifer Dunning of the New York Times called her "... one of the most literate and sophisticated choreographers around these days."

In New York and San Francisco she has collaborated with many well known artists, including such as the Kronos Quartet, Jean Jeanrenaud, Sandra Woodall, Mark Morris, Ann Carlson, and Mercy Sidbury, to create dance works,

At Cabrillo, in Wintersession in 2002, she developed and created a dance lecture-demonstration that used salsa/funk/hip-hop/modern dance choreography, and she toured the performance to high schools throughout Santa Cruz County. In the fall of 2002, she created "Dance is a Performing Art" for Cabrillo College, a multimedia presentation incorporating dance, theater and video that played to sold out audiences in the Cabrillo Theater. "Gallery Dances," choreographed by Ms. Martyn and performed at the Cabrillo Gallery in 2004. The series enjoyed standing ovations and sell-out audiences. In the Spring of 2004, in conjunction with the Cultural Council of Santa Cruz County, Ms. Martyn's Choreography course at Cabrillo developed and toured a lecture demonstration presentation on the art of dance to selected Santa Cruz County schools.

Presently, through her com-

pany "Radial Momentum", Ms. Martyn presents workshops and seminars in Professional Development in Dance for classroom teachers, as well as consulting on Dance and Digital Video. Rhonda is also a former Vice-president of the California Dance Educators Association and presently serves as a member of the Santa Cruz City Schools Arts Task Force.

Beyond dance, Ms. Martyn enjoyed a second career in television, working as a researcher for Diane Sawyer and Sam Donaldson on the start-up of "Prime Time Live" at ABC News in New York City. She continued to work internationally in sports television as a feature producer and stage manager for ABC, CBS and ESPN. Before joining the Cabrillo faculty in 2001 she worked on the international television coverage of Rhythmic Gymnastics for the 2000 Summer Olympics in Sydney, Australia. She lives with her husband, a sports television producer and director, and their 2 children, Tino and Abigail, in Santa Cruz.

When she's not busy teaching, Rhonda spends time with her family "I have two incredible children: Tino age 10 and Abigail age 8. They both go to Bay View Elementary School in Santa Cruz." she tells us, adding, "Another blessing is my husband of close to 17 years - Joe Novello - a television sports producer and director. Both my mother and father were teachers.

In closing, Rhonda speaks of her family history with teaching: "My father was actually the academic vice-president of CSU Los Angeles at one point. So I guess teaching is 'in my blood.'" No surprise there. Keep up the good work, Rhonda.

CABRILLO COLLEGE FEDERATION OF TEACHERS



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Safety Committee	Noreen Romero Matt Escover (alt.)	477-5217 x1614	noromero@cabrillo.edu
Sexual Harassment	Marcy Wald	x6225	mawald@cabrillo.edu
Staff Development Advisory	Vicki Fabbri Shirley Flores-Muñoz	x5788 477-3579	shflores@cabrillo.edu jagriffi@cabrillo.edu
Technology	Charlotte Jensen John Govsky (Alt)	x6438 466-3269	chjensen@cabrillo.edu john@teacherjohn.com

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VAPA	John Govsky Sarah Albertson Michele Rivard
Watsonville	Julie Hanks Tera Martin

Faculty Senate News O'Brien Steps Down, Hodges Steps In

Debra Bone, Grievance Officer

This month Rory O'Brien will step down after four years of serving as Faculty Senate President. Steve Hodges, the new president, begins his term in January. CCFT thanks Rory for his service to faculty and looks forward to continued collaboration with Steve in CPC and other venues to address issues affecting faculty.