

FACULTY VOICE

CCFT NEWS

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

MARCH 2008

President's Report: Budgets and Space Planners

The most significant change since the last issue of our newsletter is the state of the state's budget. If you haven't heard... lucky you. Billions will be removed from the state's current plan for next year's spending. What will this mean for community colleges and, in turn, Cabrillo? It's too early to tell. But it's not too early to act. The school is already in the process of identifying \$600,000 of budget cuts for next year. One of the priorities is to achieve those cuts without lay-offs. There will be no shortage of future discus-

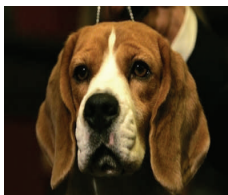
sions about the budget, Cabrillo's or the state's, and I'll continue to provide updates throughout the rest of the semester. For now, I want to move on to a couple of other events that are rapidly unfolding: space allocation and master planning.

The space allocation consultant firm has been hired, and they are already at work. Programs have submitted the information worksheets. This info will provide a snapshot of where we are. Very soon, the consultants will start arranging meetings with groups of programs. That is, meeting with

you (if you want - no compulsion to attend). If you do have interest in talking to the consultant, you should be communicating with your program chair and dean; they should be coordinating and arranging those events.

So far, I've heard positive things about the consulting firm. One person has a couple of children who work in community colleges and understands what we do. The other thing I've heard is an appreciation of how enormous (even ginormous) this task is.

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CCFT President
Paul Harvell



CFT's Response to State Budget

Marty Hittleman, CFT President

The California Federation of Teachers (CFT) opposes the cuts made to current-year funding for schools and other vital public services, and we propose new progressive tax revenues be enacted to protect funding in the face of additional proposed deep cuts to next year's school budget. CFT opposes the cuts to education funding because we recognize that education is currently extremely under funded and cuts will make matters just that much worse. The cuts are even harder to swallow when one

considers Republican legislators' insistence on keeping the tax loophole for yacht owners, and other regressive tax breaks. We will continue to fight against any move to suspend Proposition 98's minimum funding guarantee, and we believe that before cuts in any social programs are considered, increased revenue sources need to be a major component of that discussion.

Our students did not cause this crisis. Cutting public education in the middle of the academic

year is going to be disruptive, and devastating in many communities. We won't agree that students be penalized so that SUV drivers, oil companies and yacht owners can get tax breaks.

There is a long list of progressive tax increases and tax break eliminations that could fund education and other key programs. The governor and Republican legislators' position that there should be no new taxes is not tenable in the current budget crisis. The people of California rely on their schools and other vital

public services. Progressive tax policies that ask the people who have benefited the most from living in California to pay their fair share are the most reasonable alternative to program cuts.

There are numerous potential funding sources that can lift California from near the bottom of the states in providing school and community college funding.

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Academic Freedom and Adjunct Employment

Debra Spencer, *Learning Skills and English*

Although I'm now full-time faculty, I was an adjunct here for 27 years, and I still attend the Adjunct Breakfast during Flex Week because I don't want to forget the view from the back of the bus, how it feels to be adjunct: marginalized, disenfranchised, discriminated against. This feeling has been, and will remain, the experience of the majority of my professional life—so much so that when people congratulate me on having become full-time, it's ashes in my mouth. I am the same person I was when adjunct, but now I am suddenly a first-class citizen, even though not one thing about me has changed.

This year at the Adjunct Breakfast, instructors from many divisions and departments were asked to complete

the sentence, "One way my adjunct status affects my academic freedom is..." We wrote our responses on slips of paper and then exchanged them to protect confidentiality. Let me summarize those responses.

Our adjunct status causes extreme anxiety about financial stability, since we are never guaranteed employment. Our classes may be canceled without advance notice, for a variety of reasons. National research and educational grants, attendance at conferences and seminars, and academic honors are restricted to full-time employees, so that even when our total units among several colleges add up to full-time employment or beyond, we are still ineligible for these things. We often lack the funds (private and/or institutional) or the time to enhance our own education through classes or conferences.

We are reluctant to offer new ideas, bring up issues of concern, or simply express our opinions during faculty or other public meetings for fear of possible discrimination by administrative personnel or full-time faculty who assign classes. We feel we must self-censor at meetings or put our jobs in jeopardy. Our understandable resentment at being second-class citizens often keeps us from fully participating in staff meetings and department decisions. We are not paid to attend meetings, so we resent being expected to; but we also resent not being invited to or welcome at department meetings. We are often restricted as to choice of textbooks, since books are often chosen exclusively by full-time faculty. We have little say in the times and days of the classes we are offered. We must often enforce rules and regulations or

teach curricula we had no part in creating.

I don't recall how many sections of classes at Cabrillo are taught by adjuncts, but it is a sizable percentage of the total, which means a sizable percentage of our students are being taught by instructors working under these difficult conditions. (It is to those instructors' credit that most do such a good job that their students are unaware of their instructors' adjunct status.) For the good of all our students, I urge the entire Cabrillo community to think of ways to minimize—if not eradicate—the second-class feeling most adjuncts have. If we can't all be full-time, we should at least figure out how to show each other the same respect.

One way my adjunct status affects my academic freedom is...

- ◆ *Being unsure about financial stability in my life.*
- ◆ *Many national research and educational seminars are available only to full-time instructors/educators (i.e., Fullbright, National Endowment for the Humanities). Even though as a part-time teacher one's units at different colleges add up to full time, this is still the case.*
- ◆ *I'm often reluctant to bring certain issues up for fear of future retribution.*
- ◆ *Choice of classes, hours, and textbooks.*
- ◆ *I am so resentful of being a "second-class" citizen that I don't participate as much as I could or should in college activities such as curriculum planning, staff meetings, etc.*
- ◆ *I do not have access to the funds full-timers have to enhance my education. There are many classes I take that I pay for out-of-pocket.*
- ◆ *I do not speak out at division/dept. meetings if I disagree.*
- ◆ *I don't feel I can critically speak about the bad decisions made by the dept. program chair, who does the scheduling.*
- ◆ *I can't seriously question the priorities and direction of my dept. without putting my employment at risk.*
- ◆ *(1) In situations of departmental gossip (the type that affects morale), I am not sure who to trust. (2) I do not feel I can generate new courses/curriculum.*
- ◆ *My fear of having my class dropped due to low enrollment before a tenured instructor's class would be dropped for the same reason.*
- ◆ *I am not invited to dept. meetings.*
- ◆ *I'm often afraid to make statements that some might deem "politically incorrect."*
- ◆ *A full-time faculty, who was an adjunct, coming and telling me how to teach and evaluating me.*
- ◆ *That I'm lucky that no such issues affect me.*
- ◆ *Important dates and deadlines are set for me and my students, and I must defend them as though they were my decisions.*
- ◆ *Feeling pressured to attend meetings without pay; if I don't go I'm judged.*
- ◆ *I make it easier for students to get an A.*
- ◆ *I attempt to figure out the puzzle—and determine if I am even a piece of it!*
- ◆ *In public, school-related meetings, e.g. division meetings, faculty senate, etc., I have felt stifled (self-censored) in the presence of bosses.*

Budget and Space

from page 1

There are many changes spread out over several years as new buildings come on-line. Then there are compounding effects. If someone is moved, a new vacant space is created which may create another move and another vacated space which can generate another move and another space and... and so it goes.

I encourage members to not only speak out on their program needs but also listen to the needs of others. There is no shortage of compelling needs.

Also happening very quickly in the coming months is the determination of the objectives for each of the five goals of the college master plan. While the goals are broad statements about what the college will be doing in the next three years, the objectives get much more specific. They identify a measurable outcome or a deliverable product. The college master plan will guide the college in allocating resources and making decisions. Membership on the task forces that will craft the objectives is open to everyone. E-mail invitations have

gone out college wide from all of the task forces. Participation on the task forces will only require a commitment to attend a couple of meetings over the next month.

Obviously, determining these objectives is important. Within the task forces, there has been talk about ways to get very broad input in the final selection and prioritization of the objectives. The first task force that met was able to generate something like a dozen possible objectives in just their first meeting. They'll have to winnow down that list to about four. A master plan can't say we're going to do everything

(okay, it could, but then we wouldn't follow through on much of it and that would make the plan useless. It's been known to happen at other colleges). One idea being flirted with which I strongly support is to have internet surveys. It would provide an easy way to gather a lot of opinions. Something else to look for in the coming month.

And the answer to the question is, of course, Uno. But some of you knew that.

Meet Your New CPC Rep.

Barbara Schultz-Perez, Counseling

I would like to introduce myself as the new CCFT representative to the College Planning Council (CPC). I began when Alex Taurke stepped down in October after eight valuable years of service, and my term officially began this January.

I have been a Cabrillo faculty member in the Counseling Division since 1993, working at both the Watsonville and Aptos campuses. I have been a CCFT representative for many years and have served on two contract negotiation teams. In addition, I have served on the Faculty Senate and am currently involved in the following committees: Emerging Scholars Advisory (Basic Skills), Leadership Institute, and Honors Transfer Program Advisory. I have counseled and taught in the EOP & S and Summer Migrant Programs, Fast Track to Work and Women's Reentry. I have participated in two accreditation self-studies, most recently studying the perceptions of equity and

diversity awareness on campus within faculty, staff and administrative groups.

I welcome the opportunity to participate in this important college governance committee, and bring a perspective which I feel will effectively represent the interests of faculty across components and in a variety of situations. I am continuing to increase my awareness of the ways in which college decision making processes affect all campus groups. My history of participation in college governance has allowed me to have a degree of insight and awareness of issues discussed; however, I have had many questions for the Council and am working hard to assimilate all of the information, especially on the budget process. Items currently under discussion at CPC include the development of the College Master Plan for 2008 - 2011, budget reduction strategies for the current year and for 2008-2009, and the space allocation process. CPC meetings are open to all and anyone can address the Council during a meeting. I encourage all who are interested to attend and

experience this process first hand.

I would also like to acknowledge the tremendous contribution made by Alex Taurke during his eight years as our CPC representative. His quick mathematical mind and command of the budget, attention to detail and grasp of far reaching and complex issues will be greatly missed. Alex's analytical thought process, willingness to ask the hard questions and to persist in obtaining satisfactory answers; his problem solving ability and strong sense of fairness are qualities that I strive to bring to the table as well. Always an advocate for faculty, Alex worked to maintain our institutional focus on students and their learning, growth and development. Due to his articulate and respectful approach, focusing on content and data, Alex was able to ask the "right" questions and obtain clarification of complicated issues, to the benefit of all. I have worked with Alex on CCFT matters over the years, and it is great to know I can call upon him from time to time to provide insight and historical perspective. Thank you, Alex!

"I welcome the opportunity to participate in this important college governance committee, and bring a perspective which I feel will effectively represent the interests of faculty across components and in a variety of situations."

Contract Reopeners

Maya Bendotoff

CCFT has the following reopeners on the table with the District for the spring of 2008: 1) distance education issues, 2) compensation for 2008-09 and 2009-10, 3) due process for faculty members when a student complaint is filed, and 4) off-cycle evaluations for tenured faculty members when significant problems have been identified.

Distance Education

The teams have already met and tentatively agreed to the following regarding distance education:

1) To create a task force to monitor the "watch list" created by CCFT after surveying faculty members (see sidebar). The committee will consist of two CCFT reps, two reps appointed by the administration, and the Director of the Teaching and Learning Center.

2) To modify the adjunct availability statements so adjunct unit members can state when they are available to teach a distance education course. This will ensure that adjunct faculty members do not lose reemployment preference if they decline a distance education course they are not

prepared to teach.

In order to use the new availability statements for the spring of 2009, CCFT will send out and collect ratification information electronically over the next two weeks. If you do not use a Cabrillo email account, please send your email address to ccft@ccftcabrillo.org and we will add you to the electronic mailings.

Compensation

The teams are in conversation about compensation issues.

As most of you know, we are looking at no COLA, along with proposed budget cuts for 2008-09. Targeted cuts for 2008-09 will be \$1.5 million. Fortunately, the impact of these cuts will be offset by one-time funds from the FTES reserve, so the current plan calls for cuts to the components that will total roughly \$600,000. Also working in our favor is the fact that our FTES (student enrollment) has rebounded; this will ease the impact of the various shortfalls in other areas of the budget.

Although the budget is bleak for next year the teams will meet to determine a possible compensation formula for the next two

years. As part of this discussion we will look at the compensation in other community college districts as well as the idea of benchmarking with other districts. In the meantime, we must all advocate as much as we can at the state level to protect funding for community colleges.

Due Process for Faculty Members & Off-cycle Evaluations

The last two re-openers are linked together in our negotiations. CCFT would like to see increased clarity and due process protections for faculty members when a complaint is made against them. This issue intersects with the Student Grievance Procedure as well as the Board policy and administrative regulation on Harassment/Sexual Discrimination.

The District would like to be able to evaluate a tenured faculty member in the case that significant problems are alleged. CCFT will solicit input from Programs Chairs prior to meeting with the District on this issue. While the details have yet to be discussed, we remain committed to including significant protections for faculty members.

Distance Education

Watch List

Pending membership approval, the Distance Education task force will: monitor faculty concerns regarding distance education issues, including the issues identified in the "watch list" below; determine what data is needed; gather data and faculty input via surveys and forums; evaluate outcomes over the course of the current contract; and make recommendations to the negotiations teams as needed.

Watch list

Effective communication with students

Are electronic discussion groups adequate?

Should on-site office hours be required?

Compensation

Is compensation adequate for developing online courses?

Should "pre-packaged" products be treated differently from courses where our faculty developed the curriculum materials?

Workload

What are the appropriate class size limitations for first-time courses?

What are the appropriate class size limitations for ongoing online courses?

Training

Is adequate tech support and training available for both students and instructors?

Regular/tenured faculty with full-time distance education assignments

Are faculty members participating in shared governance, department/division meetings, curriculum planning, and other activities?

How do these assignments affect availability to colleagues, students, adjunct faculty, etc.?

Assignments

Should full-time instructors be required to teach online classes?

Should they be required to teach on-site if they only want online classes?

2008-09 Expenses Identified in the College Budget Planning Assumptions

Full-time positions:	\$272,000
Growth costs:	\$221, 000
New classified positions:	\$270,000
Benefits:	\$425,000
New facilities:	\$689,000
Step and column increases:	\$575,000
Tech Lease:	\$373,000
Operating Expenses:	\$233,000

Direct Deposit

As of spring semester 2008, adjunct faculty members with reemployment preference will have access to direct deposit. To sign up for direct deposit, bring a voided check the payroll office and complete the direct deposit form. The processing takes a month in advance to set up (the first month is to verify the correct account via an electronic tracer).

WHO TO CONTACT

To sign up for direct deposit contact Scott or Diana in the payroll office.

Scott MacDonald phone: 479-6386 email: smacdon@cabrillo.edu

Diana Galante phone: 477-5615 email: digalante@cabrillo.edu

To find out if you have reemployment preference call

Debra Barnett, HR phone: 479-6240 email: debarnet@cabrillo.edu

Insurance Coverage: Adjunct Unit Members

Initial Eligibility

Initial eligibility for a District-paid benefit stipend for medical and dental insurance is established at the end of two (2) consecutive academic years during which the member worked 15 or more teaching units in the academic year; summer sessions preceding the academic year, fall, winter and spring of the academic year. At the end of this two-year period, the unit member is eligible for benefits the following academic year. Once initial eligibility has been established, an adjunct unit member maintains eligibility for the district-paid benefits stipend if the unit member works 15 or more teaching units each year.

Class Cancellation

If a unit member drops below the 15 teaching unit requirement per academic year needed to maintain eligibility due to a class cancellation after the beginning of the term, the unit member WILL NOT LOSE ELIGIBILITY FOR DISTRICT-PAID BENEFITS.

Unit members must communicate this information to the Human Resources Department.

For further details, see Article 14 of the CCFT Contract online at <http://ccftcabrillo.org>.

Retirement Incentive Program

If you're a full-time faculty member considering retirement, now is the time to look into the 2008-2009 Retirement Incentive Program. You'll find it in section 18.7 of the CCFT contract. Here are some of the terms:

- ◆ 15 years of service to less than 20 years of service in the District: \$10,000 total, \$5,000 to be paid in July 2009 and \$5,000 in August 2009.
- ◆ 20 years or more of service in the District: \$15,000 total, \$7,500 to be paid in July 2009 and \$7,500 to be paid in August 2009.

To participate in the program, a full-time contract faculty member must:

- ◆ be age 55 or older
- ◆ be retiring into the STRS retirement system
- ◆ have 15 years or more of service credit in the District

To get started, just submit a letter to the Human Resources Department between May 15, 2008 and September 15, 2008 providing a retirement date during the summer of 2009.

To find out more, refer to section 18.7 of the CCFT contract.

Need a break?
Car rental savings, hotel discounts
and theme park packages.



buy where it counts!
www.aftplus.org

AFT has an expense reimbursement and/or endorsement arrangement for marketing this program. For more information, please contact AFT Financial Services at 800/238-1133, ext. 4493; send an e-mail to disclosureinfo@aft.org; or visit www.aftplus.org/disclosure.

AFT+
Member Benefits

CCFT Meetings

all faculty are invited to attend

Council

March 17
April 21
May 19
2:30-4:30 pm
in room 1804

Part-Time Committee

April 1
May 13
4:00-5:30 pm
at the Farm

New AFT Membership Cards

The American Federation of Teachers (AFT) will be mailing out membership cards to all members starting in February 2008. Please be sure to activate your card in order to have access to the various membership benefits available (for a reminder about these see <http://www.aft.org/aftplus/index.htm>). The cards will provide you with a unique membership number and be mailed out every three years. Some 250 members will receive a prize of \$100 each for activating the cards.

CFT Lobby Days

The CFT is coordinating "Lobby Days" with the California Labor Federation in its major conference April 30-May 1; the CFT session is scheduled for May 1. Please save the date and contact Maya Bendotoff if you are interested in heading up to Sacramento during that time.

CFT Convention: We do the work . . . and we vote!

CCFT is accepting nominees for the upcoming CFT Convention to be held April 11-13 in Oakland. The annual CFT 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 or a fellow CCFT member to serve as a delegate, please complete the form below and submit to the CCFT mailbox by March 14, 2008. Convention brochures with the tentative schedule and workshops can be obtained in the faculty mailroom or by calling 464-2238. CCFT will reimburse up to 5-6 delegates for necessary expenses (decision about how many delegates to fund to be made at the council meeting on 2/25). Approval of delegates will be made at our Council meeting on March 17 or by secret ballot if there are more than 20 nominees.

Yes! I would like to attend the annual CFT Convention from April 11-13

Name: _____ Department: _____

Phone: _____ E-mail: _____ Division: _____

What Happens If I'm Too Sick to Work?

Notes on Illness and Disability

Debora Bone, Grievance Officer



One of the greatest challenges for any working person is what to do if an accident or sickness makes it impossible to go to work. All Cabrillo instructors accrue personal illness and injury leave at a rate of ten days per year for full time faculty, and pro-rated for part time instructors. When this leave is used up, faculty members can request donated sick leave hours from Cabrillo colleagues in both CCFT and CCEU to extend their paid sick leave. Article 10 of the CCFT Contract describes these and other types of leave.

As long as an instructor has accrued or donated sick leave hours, he or she will receive full pay and maintain health benefits for the duration of a medically verified absence. In addition, contract/regular faculty are eligi-

ble for "non-accumulated extended illness or injury leave" for up to a total of five months and ten work days (including all forms of leave). After other forms of paid leave are used up, "the amount deducted for extended leave purposes from the unit member's salary shall be the amount actually paid a substitute employee" (Article 10.2.3), allowing faculty to receive partial payment during extended leave. This payment is essentially the difference between the contract/regular faculty salary rate and the cost of the long term substitute at the adjunct rate.

In addition to sick leave, all contract/regular unit members are enrolled and eligible for Disability Insurance. This benefit is provided by Hartford Life Insurance Company and includes both short term and long term disability bene-

fits. Employees are expected to use up their sick leave before receiving income from the disability benefit.

Once eligibility is established, the benefit for a short term disability (caused by accident or illness) provides coverage for a maximum of 22 weeks. The benefit is either 66 2/3% of your weekly salary or a maximum of \$1250.00 per week. In the event of a "residual disability" that allows for work on a "limited duty basis," a formula is used to determine partial benefits. The benefit amount is also reduced by any other income benefits such as Workers Compensation.

The long term disability benefit begins after 180 days of disability (or when accumulated sick leave has been used up). This benefit pays 66 2/3% of monthly earnings, up to \$7,000 per month, for a maximum of 24 months. This amount is reduced by any other income benefits such as Workers Compensation, Social Security or State Teachers Retirement payments. If you are eligible for this benefit before retirement, you can continue to receive payments after retiring. Please review your policy or details about the coverage.

In the event of a short or long term disability, it is critical to file a claim for these benefits within 30-days after the disability starts, and to provide appropriate documentation of the disability within 90-days. Sue Torres in Human Resources is available to assist faculty in applying for these benefits. CCFT is also there to assist you in these matters.

Can o' Worms

Jefferson Hancock, Editor

A few semesters ago, during one of our CCFT council meetings, we were reviewing language for a mission statement and someone suggested that the term "linguistic autonomy" be included. The council talked about it briefly, decided that they would discuss the matter further another time, and moved on with business. From what I could tell, the issue received a positive response. Most of us at the table liked the idea. But it hasn't been discussed since,

and the council did promise to give it some consideration. In thinking on it, there are a number of reasons why we didn't.

First, though, we need to consider what "linguistic autonomy" is and why someone would feel the need to have it included in a mission statement. Autonomy, of course, is self rule. Linguistic refers to language. Thus, linguistic autonomy means a person can speak whatever language he or she wants. Sounds good, but don't we already have that? Well, no. California's official language is English. That means all

official documents must be printed in English. You can still get a ballot or a driver's handbook in Spanish or Tagalog or Vietnamese if you need one, but an English version has to be made available. English is the dominant language.

Language is power. The dominant culture asserts itself over other cultures with its language. If the official language is English, all business and financial transactions occur in English. The people who hold the power speak English. These are educated Anglo, English speakers. Meanwhile, the people who

don't speak English get the shaft. They are the poor, the English illiterate. Nowhere does this gap show more strongly than in public school test scores. As I attended my son's junior high school site meeting, the principal showed the most recent charts and graphs from last semester's standardized tests. One fact glared at me: White middle class students scored in the proficient and superior range, while economically disadvantaged limited English speakers did not. The empowered receive the tests in their native language. Others do not. It's no surprise that they do better. The deck is stacked.

CFT and Budget

From page 1

My experience in teaching for more than 30 years has taught me that taking funds from students' education sets them back. That is the reality of budget cuts made this week and those proposed for next year – they impact a student's education. A first or second-grader can never recover the lost chance to experience a smaller class, or a music program, or the assistance of a classroom aide. That student will carry that deficit forward

and most likely achieve less than he or she would have. When the governor and other politicians talk about "autopilot spending," they're talking about our students. When they talk about cutting funds, they mean they're whacking away at the core of quality education.

I've seen the results of past budget cuts. I've seen the loss of access to community colleges for hundreds of thousands of students. There is real damage

done by the cuts made to schools. Meanwhile, yacht owners, oil companies and corporate property owners pocket billions that could better be used to properly fund education and other public services, and in the process, help all Californians instead of just the advantaged few.

This governor was elected on his promise never to cut Prop. 98 – "over my dead body" were his exact words. I hope the governor will remember his promise and honor it. Yacht owners don't need his help; our students do.

"When the governor and other politicians talk about "autopilot spending," they're talking about our students."

FIELD Information

At the December, 2007 CCFT Council meeting, many members had questions about Cabrillo's proposed association with the FIELD, a non-profit educational program which seeks to provide outreach literacy training to farm workers. Presently, we are still considering a collaboration with FIELD for the future, but there is no immediacy at this point.

Below is the FIELD response to the Council's questions.

Q: What are the terms and conditions of employment for FIELD instructors at other colleges, such as Taft?

A: Minimum wage is \$20.00 per hour (approximately \$26 w/benefits). No sick leave is available. Comprehensive health care is provided for the employee and family, along with vision and a defined benefit pension benefits. A defined contribution plan 401 K is also available, unmatched by FIELD.

Q: How are faculty evaluations handled? What type of oversight is in place?

A: Instructor evaluations are handled currently by the Regional Manager. Remediation is provided by the Director of Education who has a primary responsibility to re-

view the instructional performance and make adjustments through professional development for all instructors. FIELD instructors are also responsible to assist with outreach, enrollment, and follow through with students and are not expected to just show up at the class and leave when the class instruction ends.

Q: How are the minimum qualifications met?

A: FIELD's instructors (employees), responsible to deliver ESL non-credit instruction, provide a copy of their resume and educational transcripts to FIELD. These are submitted to the VP of Academic Affairs at the college that contracts with FIELD for supplemental Educational Services at the time the classes are being scheduled. FIELD's instructor's documents are reviewed by the college and they determine if the particular FIELD employee is qualified to teach the class that is scheduled in order for the college to get reimbursed from the State for FTES purposes. If they are approved, then FIELD will assign the instructor a class.

Q: Do most of the instructors come from Mexico? How do you work out the green card arrangements? Are the instruc-

tors legally eligible to be employed by the college?

A: Yes and no. FIELD prefers Mexican trained teachers with an advanced degree and English experience who have residency in California because of the extremely low academic preparation of the target population. (27% illiteracy rate among Spanish speakers). This fills the gap between the preparation needs of the students who wish to matriculate into the higher for- credit and/or the academic needs of the advanced classes and/or the economic sector in which they work.

Q: How much FTES is projected to be generated at Cabrillo in the first year?

A: Not very much. We are proposing to be reimbursed at \$3.95 per student contact hour for 110 hours of instruction or \$434 per student. At 100 FTSE of 525 hours per FTSE it's value can go as high as \$207,000. This amount is expected to cover more than just the instruction. It also includes the student services of outreach, enrollment, assessment, follow-through and graduation-completion costs.

This is another full-time position for 40 students. It also includes overhead, rent, utilities, travel, IT. It is on a reimbursement basis. FIELD assumes responsibilities to carry the cash needs for up to three (3) months pending reimbursement from the institution. This is a high risk that we assume because of the need of the target population and by whom they are employed.

Q: How much of the funding that FIELD receives is earmarked for salaries?

A: About 85% for instructor, student services person, supervision and management. 15% is left for variable costs associated with the outreach, recruitment, materials, fees, rental and travel. Most adult education institutions average a 50% retention rate. So if 20 students enroll and you incur the cost of the instruction, student services, management and facilities, if the retention rate was 50%, you would only be reimbursed \$217 per student, not \$434.00, while still incurring 100% of the fixed costs to provide the class.

Can o' Worms

From page 7

Bilingual opponent Richard Rodriguez argues that speaking English is vital to assimilation, that second language speakers must learn English to receive the benefits of living in Anglo society. Here I'm reminded of a time when I visited the Snow White Drive-In in search of a double cheese burger. The woman in line ahead of me spoke only Spanish and tried to place her order. The man behind the counter grew frustrated with her and said curtly in a heavy accent, "Dees Amelicka. Yooou speek Engleeessh." Naturally, the lady turned and left. My mental response was, "This is America. You speak any damn language you want!" But I wanted a cheeseburger, so I spoke English and ordered one.

And that brings us to the heart of this quandary. It's obviously unfair for one language to

have preference over another. Naysayers of course spout, "Tough luck. That's the way it is. In France you must speak French." But I'd be willing to bet that those French folks speak at least one other language as well, as do many Europeans. Most U.S. Americans don't.

For our purposes, it's no wonder that the request to consider linguistic autonomy received a polite dismissal. I'm sure most of the membership supports diversity in language, but pursuing such a course in a codified mission statement would open up a can of worms. For one, does this matter really fall under CCFT's purview? Is it an issue that would ever fall under the contract in any way? Perhaps it could be applied to working conditions if a member feels that he or she is discriminated against for speaking Spanish. Mean-

while, California's official language is English, and since the law these days isn't friendly toward instruction in "foreign" languages for mainstream subjects like Math and History and Childcare, such a phrase would open legal challenges and would leave the CCFT Council debating for hours on end, and I have no doubt that the issue would remain unresolved. That's too bad.

My guess is that the individual who wanted linguistic autonomy wanted protection from the English-only legislation enacted not long ago. She wanted the freedom to teach in her language of choice, wanted protection from being fired for teaching in Spanish. Could something like that ever happen? Certainly, under the wrong political

circumstances, so her cause has good merit. But in the mean time, we're stuck with what we have. Still, there's no reason Cabrillo can't continue what it's doing and offering classes taught in Spanish. In fact, to best suit the needs of the Spanish speaking community at this community college, we're obligated to. If we can't support linguistic autonomy in print, we can at least do it in practice.



Classified Information

Keeping on the Sunny Side

Janus Blume, CCEU Vice President



People who work in public institutions get used to budgetary cycles. Sometimes there is good news; sometimes it's not so good. At other times it seems that the storm winds are blowing so hard that the music we are whistling in the dark is barely audible, even to us.

The classified union has been coping with apprehensions about the level of support staff at Cabrillo College for years now.

There were 67 new classified positions requested by the components during the Classified Hiring Prioritization Process this year. In a very good year we were able to fund eight positions over 18 months, so even if we were not in a period of cutbacks, the need would clearly exceed the resources.

These positions were thoroughly vetted at program, department, component and cabinet levels before being submitted to CCEU; there was no fluff. The need for staff to clean the new buildings was competing with the need for trained personnel to safely operate the new theater facilities, Medical Assisting LIA's to keep lab classes within limits acceptable for accreditation, classified positions to do ongoing work that has been contracted out for decades, a receptionist for the new focus and entry point of the college, and administrative support for International Students (a program that has the potential to generate significant

income). How about staffing for the Horticulture Center that was understaffed when it opened several years ago? These are only a few examples.

There are LIA's in VAPA who have been stretched to the limit and beyond by extended summer programs with no correlating extension in staff support. Although we object to our people working for free during the summer, we couldn't see our way clear to rank these requests in our top five or even ten!

No sooner did we complete the task of providing a ranked list of new position requests than we began to confront the planning parameters for mid-year budget reductions for '08 and even deeper cuts for '08-'09.

We understand the need

to protect instructional units. To make cuts that would undermine our ability to generate FTES would be self-defeating. However, in return, we ask you to understand how difficult it is for us as a union to respond to budget planning parameters that protect faculty positions while leaving classified staffing vulnerable. We are obligated to protect our members from workload issues created by unfilled positions. Nobody wants to use that "L" word, layoffs. The ugly truth is that things may get that bad.

In spite of the challenges, the leaders of CCEU are committed to cooperation, optimism, and a campus-wide perspective. In return, we ask your commitment to full staffing at the earliest possible opportunity.

CABRILLO COLLEGE FEDERATION OF TEACHERS

Phone: 831-464-2238

Fax: 831-464-2283

E-mail: ccft@ccftcabrillo.org

<http://ccftcabrillo.org>

Director: Maya Bendotoff

CCFT REPRESENTATION ON CABRILLO COLLEGE COMMITTEES

COMMITTEE	CCFT REP(S)	PHONE	EMAIL
Benefits Committee	Debora Bone Olivia Hand	425-0622 479-6282	debone@cabrillo.edu olhand@cabrillo.edu
College Planning Council	Paul Harvell Barbara Schulz-Perez	477-5218 x6320	pahravell@cabrillo.edu altaurke@cabrillo.edu
Distance Learning	John Govsky Nancy Stucker (alt.)	466-3269 x1404	john@teacherjohn.com
Facilities Planning Advisory	Rob Edwards	x6294	redwards@cabrillo.edu
Faculty and Staff Diversity Advisory	Michele Chao Barbara Schultz-Perez	x3502 x6244	michao@cabrillo.edu baschult@cabrillo.edu
Meritorious Service	Zarina Dastagir	x6398	zadatag@cabrillo.edu
Sabbatical Leave Review	Eric Carter Marcie Wald Mary Ellen Sullivan	x6490 X6272 x6315	ercarter@cabrillo.edu mawald@cabrillo.edu masulliv@cabrillo.edu
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

In Memory of Dhyana Swann

Debora Bone

Dhyana Swann passed away on February 15th after a long cancer journey. She was a wonderful counselor and worked in the Women's Re-entry center, assisting students coming back to school after a long

absence. Dhyana was a lifelong supporter of social justice causes and a strong advocate for the union. She often served as CCFT Council representative for the counseling division and participated on the COPE committee. She helped organize the "March in March" when students, faculty and administrators went to Sacramento to protest budget cuts to the community college system. She was a friend to many on campus and will be sorely missed.



ELECTED OFFICERS

President	Paul Harvell
Vice Presidents	Vicki Shook-Fabbri Eric Hoffman
Historian	Michele Rivard
Treasurer	Nancy Stucker
Membership Chair	Michael Mangin

APPOINTED CHAIRS

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

DIVISION REPRESENTATIVES

BELA	Meredith Babbe
	Robyn Marshall
	Diane Putnam
	Nancy Stucker
	Elissa Wagner
Counseling	Francisco Ponce
	Barbara Schultz-Perez
HASS	Enrique Buelna
	Michelle Chao
	Matt Escover
	Michael Pebworth
	Kristin Wilson
Health Services/ Library	Sylvia Winder
HWPEA	Debora Bone
	Jan Hiley
	Beth McKinnon
	Joanne Wylie
Instructional Development	Jefferson Hancock
NAS	Damian Alcaraz
	Jim Griffin
	Denise Lim
	Alex Taurke
VAPA	John Govsky
	Tobin Keller
	Michele Rivard
Watsonville	Julie Hanks Tera Martin