

FACULTY VOICE

CCFT NEWS

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

CCFT President
Paul Harvell



President's Report: What's Ahead?

Paul Harvell, CCFT President

The most significant thing that could happen next semester would be lay-offs. If it happens, it will appear to have come out of nowhere – at least to those who aren't attending the CPC meetings during December and January. Two weeks from when I am writing this, most of the faculty will be wrapping up the semester and walking away from the college until February.

The Governing Board wants any personnel changes to them by the March 2nd meeting. That means component

heads will be making decisions by mid-February. Which means decisions will be made between now and flex week. For those who read e-mail over the break, I'll send out updates if I learn anything significant.

And what is happening to the budget? I don't know. No one knows. State legislature starts *another* emergency session, but the last one resolved nothing. The possibilities are vast. I can paint a rosy scenario that has us losing \$1 million this year and a little more next year. I can also paint a scary

scenario of us losing \$5 million this year and over \$10 million next year. If you go down the middle of those two roads, you end up at what the district is preparing for. To add more uncertainty, not only do we not know, we don't know when we'll know. It reminds me of that line: there are the known unknowns, and then there are the unknown unknowns.

If you want to participate in helping to address the budget problems, a budgetary task force has set up website for ideas.

Continued on page 2

DECEMBER 2008



in this issue

CATEGORICAL BLOCKS	2
SOLIDARITY?	2
IN THE JUNGLE	3
60% LAW CHANGE	3
UNEMPLOYMENT	4
ADJUNCT PAY ADVANCE	4
YOGA	5
SLO	6-7
SPRING FLEX	8

Put Overload on Hold: Adjunct Instructors Most Vulnerable in Times of Fiscal Crisis

Julie Hanks, COPE Co-Chair

Those who attended Brian's Town Hall and have kept up with the most current cutbacks know that the financial debacle facing California is also facing all of us at Cabrillo. Whereas the fulltime tenured faculty may be seeing the loss of some of their favorite classes or programs, the adjuncts are seeing the loss of jobs, cars, home, and benefits. In many departments the percentage of adjuncts is over 50%. Our college depends on these

dedicated professionals to teach those jobs not covered (sometimes not desired) by the full-timers. What can we full-timers do to relieve the conditions that this abysmal state of affairs has placed them?

Just last week, the number of sections to be deleted was anywhere from 125 – 150. This week the number has been rumored at hundreds of sections! But, as bad as it is for the students, imagine the adjunct faculty members that are losing their entire pay-

check. In addition to losing their jobs, the loss of only one unit for adjunct instructors receiving benefits will not only take away their benefits, but will affect their ability to receive benefits for over a year—even if their units are returned to them. Families will be without salaries, and the few that were fortunate enough to receive them, without benefits.

Luckily, some adjuncts may still receive classes. However, if adjuncts were receiving the worse time slots before the

cuts, one can only imagine what they will be receiving with a culled schedule of classes. Many will be unable to teach at their primary or secondary jobs—so essential to their budgets (or lack of). They will be faced with a meager or impossible, Cabrillo College menu from which to teach.

In addition to cuts and changes beyond our control, there are actually some instructors and Chairs who unfortunately are not aware of the plight of adjuncts.

Continued on page 6

President's Report

Continued from page 1

Check it out at:

cabrillocommons.org

(make sure it's ORG, not COM – .com will take you to the townhomes that are being built next to the college). There's also a low-tech suggestion box in the mailroom.

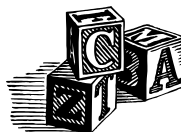
Cabrillo is better equipped to deal with this than most community colleges. Our ending balance (as measured a year ago) was the 17th highest in the state out of 72 community colleges. Our shared governance process is more inclusive and transparent. Administrators are well informed

about state issues and are proactive in preparation for a variety of possibilities as opposed to reactive. None of this means of course, there won't be pain or losses. Last year saw the elimination of two and half classified and two full time faculty. Starting in the spring, we'll see the elimination of approximately a dozen full time positions in the form of adjuncts, and that means scores of adjuncts are losing.

Someone asked me the other day, when will we quit treating faculty like day employees you hire in front of Home Depot?

Categorical Blocks? Let's Not

Jefferson Hancock, ID Council Representative



At the recent town hall budget meeting held in the forum building, one of the "creative financing" suggestions from the audience proposed examining carefully the way categorical funds are distributed at Cabrillo. To his credit, President King quickly pointed out that Cabrillo is legally mandated to spend some of this money in certain ways. The college has to spend some categorical monies on accessibility, for example, to ensure that its students can comfortably move around campus, in keeping with state and federal disability law.

For those of us who are confused by the terms "categorical funds" it simply means that these are funds Cabrillo receives from the state to be used for specially designated or "categorical" purposes. Presently, ten categories exist for distribution of said funds: Financial Aid, EOPS, DSPS, Basic Skills, Student Success, Matriculation, adjunct health care sti-

pend, adjunct faculty compensation, adjunct office hours, and faculty and staff outreach and training (Source: Legislative Analyst's Office website: http://www.lao.ca.gov/analysis_2008/education/ed_anl08023.aspx).

In response to the state's budget crisis, The California State Legislative Analyst's Office (LAO) has suggested that these ten categories be "blocked" into two: student success and faculty support. Categorical funding would remain the same, but the consolidation is presumed to ease administrative costs and allow for more "discretionary" spending by the college. Simply put, it means that categorical funds would be distributed by the college rather than the programs themselves. The presumption here that is each college has different needs in its categorical programs and so each college should have more "flexibility" in how it spends said monies. What do block grants mean? They mean that funding for some categorical programs could get cut or reduced should the persons in

Letter to the Editor

Solidarity in our union?

Sondra Ricar, Adjunct HASS

I found President Harvell's report on the budget woes in last month's *Faculty Voice* informative but also lacking. Apparently the president has forgotten what life was like as an adjunct. While it is true that budget problems will most likely lead to cuts in sections, why does it necessarily follow that adjuncts must lose their jobs and benefits? Haven't we always heard about how valued adjuncts are for their contributions to this college? Apparently we are valued only to a point.

If the budget crisis leads to cancellation of sections why doesn't the full time faculty stand in solidarity with the adjuncts by refusing to take overloads or winter or summer sections? These sections could then be staffed by adjuncts who might be able to maintain their benefits, pay their bills, and coincidentally, continue contributing to the life and diversity of this college.

When times are good adjuncts are praised for their willingness to take sections at the last minute, take those sections that are at inconvenient times, or those huge introductory sections, thus allowing full timers to staff specialized sections in their area of interest. However when there is a budget crisis those same adjuncts are apparently people who simply teach for the fun of it, to supplement their other 'real' salary, and who will not be harmed by the loss of sections which full timers need to maintain their current standard of living.

If too many adjuncts lose their sections this college will suffer permanent damage, as many of those highly qualified, motivated professors move out of this area. Is this in the best interest of the college? Are we one union in solidarity or does the CCFT stand for the Cabrillo College Full Timers? I sincerely hope that this union stands for all of its members and would like to see some support for adjunct rights to employment before overloads are staffed.

charge of distributing such funds decide that said monies would be better spent elsewhere.

While this sounds benign on the surface, the ramifications of such a change at any community college could prove disastrous. Imagine, for example, the financial aid funding reduced while EOPS gains. Who would that serve? EOPS students would have improved chances to attend college and more counseling

services, but they may not be able to afford college with less access to financial aid. Or think of DSPS funds being cut in favor of improving the basic skills. Basic skills classes and tutorials might then be funded at the expense of students with disabilities. Get the picture? With these block grants somebody gains at somebody else's expense. In the end, *all* of the categorically funded programs at Cabrillo provide valuable services and they should *all* be

Continued on page 5



It's a Jungle Out There

Jefferson Hancock, Editor

This past summer, I elected to do some light reading so I pored through Upton Sinclair's *The Jungle*. Reading page after page on the horrors of Chicago's meat packing industry, I never realized how good I have it. The writing is beautiful but the story is so profoundly depressing that it took most of the summer to finish. It's filled with disgusting images of dead animals and animal waste, unsanitary conditions—enough to make anyone a vegetarian. But the worst of it is the human condition. I don't feel particularly sorry for the animals. Most of the

time they come to a quick end as they shuffle of this mortal coil with quick dispatch – a whack on the head and knife to the throat. The humans in this book are the ones that suffer the most, faced with day after day of biting cold or stifling heat, malnutrition and disease. No one gets a day off in *The Jungle*. Truly, the extent to which people will abuse and neglect one another for the sake of profit mystifies me. Pregnant women are forced to march miles in the snow to work day after day. Elder patriachs die from neglect and abuse. Strong, young strapping men are

beaten down to become hopeless drunks and cripples. Children are destroyed with endless years spent filling lard cans. Vibrant young women are tricked into hooking and heroin. Hardworking families are swindled out of their savings for the sake of a buck. Granted, this is a work of fiction, but it's based on Sinclair's observations, so I don't see it as far from the truth. Still, the abominable conditions in the novel far outweigh the fallout from lending and foreclosure crises we're facing today. Nonetheless, there are some scary similarities, too.

Early on in the story, young Jurgis Rudkus arrives in Chicago and with his family, pools their money together as they settle into a cozy freshly painted home on the edge of town. Little do they know what's in store for them. With a low down payment, they expect to pay 7 dollars a month. Then they hear about interest. And sewer fees. And taxes. To make a long story short, at the end of the day, Jurgis and his family lose their house, and Jurgis loses his family after he is injured at work and jailed. The Rudkus clan was the victim of an unscrupulous lender and real estate developer who counted on the that fact families like his would move in and would not be able to pay. In fact,

continued on page 5

60% Law Changes to 67%

Maya Bendotoff, CCFT Director

What is the 60% law?

The 60% law refers to workload limits for adjunct/part-time/temporary faculty as defined in state law and further elaborated in local bargaining agreements (see sidebar).

Our local bargaining agreement states that "an adjunct unit member's workload shall not exceed sixty percent (60%) of the standard full-time unit member workload." The definition further excludes from the 60% load: classes taught during summer/winter sessions; community education classes; classes taught as a substitute teacher; and professional ancillary activities.

When will it change to 67%?

Effective January 1, 2009, the 60% part of the equation will change to 67% in state law. We are currently in discussions with the District about how to implement the change at Cabrillo.

➤ What we have agreed to:

As of the 2009-2010 academic year, all part-time faculty (with a possible exception for certain nursing faculty) will be able to work a 67% load.

Initial implementation for the 2008-09 academic year will be limited to a total of 10 teaching units for spring semester only or, in the case that a unit member worked less than 8 units in the fall, a total of 18 units for fall and spring sessions combined.

➤ What we have not figured out:

CCFT and the District are in discussion about how nursing faculty under section 87482 of the Education Code are affected by the change.

How did this change come about?

On July 10, 2008 Governor Schwarzenegger signed AB 591 (Dymally), which changed

the definition of a temporary employee from one who teaches no more than 60% of the hours per week considered to be a full-time assignment to one who teaches no more than 67% as of January 1, 2009.

The effort to change the law was spearheaded by CFT, through the work of the Part-Time Committee (including our own John Govsky), which culminated in a State Council Resolution last fall. While the Community College Council did not support the Committee's initial proposal to change the law to 80% (for reasons of wanting to protect tenure and increase full-time jobs), it did agree to support and bring forward the proposed change to 67%, as it will allow part-time faculty who teach four- and five- unit classes to teach two classes a semester.

Education Code section 87487.5 defines the "60% law" as follows:

"Notwithstanding any other provision of law, any person who is employed to teach adult or community college classes for not more than 60% of the hours per week considered a full-time assignment for regular employees having comparable duties shall be classified as a temporary employee, and shall not become a contract employee under 87604."

Access to Unemployment Benefits for Part-Time Faculty

Previously published in the May '08 Issue

Maya Bendotoff, CCFT Director

The reality for part-time/adjunct faculty is that their assignments are made on a tentative basis and may be cancelled for a number of reasons, including: class cancellation due to low class size; changes in scheduling for various reasons including budget cutbacks; or the last minute assignment of the class to a full-time instructor, as part of his or her load (in the case that one of their classes are cancelled).

In the language of unemployment legislation, it is said that adjunct faculty do not have "reasonable assurance of employment." Because of this, many adjunct employees are eligible to collect unemployment benefits between semesters or sessions.

About Applying for Benefits

Applications can be filed online at www.edd.ca.gov/fleclaim.htm or by calling the Employment Development Department (EDD) at 1-800-300-5616.

Plan to apply for benefits 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. 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.

Be sure to let them know you are a temporary, part-time employee and that you do not have reasonable assurance of a job to go back to. It is important to understand, and convey when filing, 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 may also want to 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

- ◆ For filling information and details about eligibility see the EDD website at www.edd.ca.gov/fleclaim.htm.
- ◆ For local information see the CCFT website at <http://ccftcabrillo.org/unemploy.htm> for local info.
- ◆ Be sure to check out the new handbook: <http://www.chicagococal.org> (see sidebar).

If you have additional questions or comments, please call CCFT representative Maya Bendotoff at 464-2238.

NEW RESOURCE ON UNEMPLOYMENT BENEFITS

The Chicago Coalition on Contingent Academic Labor recently published a fabulous new handbook entitled *Access to Unemployment Insurance Benefits for Contingent Faculty* that can be found online (and downloaded) at: <http://www.chicagococal.org>. Part six, "How to Claim Benefits," includes helpful tips on filing forms and answering interview questions.

January Pay Advances Available for Adjuncts

Given that the spring semester will start in February, adjunct faculty will receive only FOUR paychecks for the spring 2009 semester: at the end of February, March, April and May. (Contract/regular faculty will be paid at the end of January-May.)

Adjunct faculty may request a pay advance for the month of January for work expected to be done during the semester. The advance is a loan against all future earnings,

NOT a paycheck. All taxes, deductions, etc. will be taken from the paychecks described above.

Faculty may request an advance of up to 15% of maximum of the total expected unit pay. The advance will be given at the end of January and paid back through equal deductions from the two checks at the end of February and March.

In order to apply, you must complete a payroll advance

form and have it approved by your Dean or appropriate administrator. The intention of the district is to approve pay advances for adjunct faculty needing income at the end of January. However, the division administrator must authorize the loan based on the reasonable expectation that the class will not be canceled. If the administrator declines to approve the advance, you may request

written documentation indicating why the division anticipates that the class will not be filled. If your class is canceled, you will need to repay the advance.

The deadline for requests to the division is January 14, 2009.

The Pay Advance Policy and Form can be found on the P drive in the Labor/CCFT folder and is available in the division and payroll offices.

Categorical Blocks

Continued from page 2

funded according to present legal guidelines. Students benefitting from such programs also represent a sizable portion of Cabrillo's population. Cutting or decreasing funding for any one of them means a loss in students and a loss in FTES. In the end, creating block grants to be spent at the college's discretion will pit categorical programs against each other and will create an environment of divisiveness and resentment. Ultimately, it will also result in fewer students and fewer FTES.

Let's remember why we're here and remember the college's mission: to educate students. If students don't get the services they need because of "creative" financing and "discretionary" spending of categorical block grants, they won't stay in school. If they don't stay in school, everybody loses.



It's a Jungle Out There

Continued from page 3

when Jurgis returns from jail, he finds another family already moved in.

How fortunate we are not to live in Sicclair's Packingtown. Today, we have labor laws and unions that protect us from unfair firing and cronyism. If we're lucky, we have health plans to protect us when we're sick and worker's compensation if we're injured. Much of this was made possible, of course, by the struggles of real people who stuck together and fought against the police and the corrupt factory owners and politicians to advance the cause of working men and women. Our working conditions today didn't come about by themselves. They came from *united* people, banding together for what they considered important. They had their heads beat in. They were murdered. They were arrested. They were blown up. We should remember that.

Today, no doubt, we're faced with an unprecedented budget crisis. How trivial that sounds. We can't make our budget because our lawmakers are too pig headed to raise a few taxes and fees to pay for public services that all of us use. Trivial.

And yet, not trivial at all. As part of coming storm of "reductions" some adjunct faculty will not receive assignments next semester, and others will face reduced workloads. Our union will be able to do little for these folks. Why? Because adjunct faculty are temporary employees, the first to go when the money's tight. What does this mean for those temporary folks? It means less money in the bank. It means that when the rent or the mortgage or the power bill is due some of us may not be able to pay it. It means some of us will lose our health benefits. And while such problems are minor compared to getting your head beat in and working a 12 hour day and losing your job for getting sick or smashing your hand in a machine, it still stings when your livelihood is trivialized as a "reduction." We should remember that. We should also make sure that our administration and the folks in Sacramento remember that.

We may not be able to stop the coming storm of cuts, but we can write to our legislators – particularly those like Abel Maldonado who have signed a

no-tax pledge – and get them off their butts. The state needs money and it has to come from somewhere. If that somewhere is from taxes, so be it.

Please write, phone, or fax Senator Maldonado and urge him to end the Republican no-tax pledge and to reinstate the Vehicle License Fee so the public education he so values can be properly funded.

Abel Maldonado

State Capitol, Room
4082

Sacramento, CA 95814

Phone: (916) 651-4015

Fax: (916) 445-8081

Yoga! Yoga! Yoga! Yoga!

For two years now, many faculty and staff have participated in lunchtime yoga classes (almost) exclusively for their convenience and benefit. These classes will continue in the Spring semester but under the Cabrillo Extension program. The cost will be more but the benefits (posture, alignment, strength, relaxation, laughs and more) will be totally worth it! Join this class offered Mondays and Wednesdays noon - 1:00 in Room 315 (old VAPA classroom). You can sign up online through Extension beginning in January or sign up with the instructor, Paula Saraga on the first day (Feb. 9).

Paula is happy to answer any questions you might have.

Call her at 465-1634 or email pasaraga@cabrillo.edu.



Overloads

Continued from page 1

Recently several adjunct instructors were given new assignments by their chairs at the last minute to accommodate an “easier” schedule for certain full-timers who insisted that they have the right to the times best for them regardless of the inconvenience to the adjunct instructors—let alone their financial survival.

Another problem area is the case of overloads by the full-time faculty. In the past these overloads may not have even affected the schedule of a part-time instructor, but now they may be deadly.

Sacrifices must be made by everyone, and right now, full-time, tenured faculty [and administrators] are the only ones in a position to do so.

Yet, by working together collegially and as partners during these hard times, we can overcome some of the problems facing our adjunct instructors. Let us look to the “better angels of our nature” as Lincoln would say.

When scheduling classes during this crisis, we must give the adjunct instructors an opportunity to choose those classes

that enable them to work other jobs, maintain their benefits, or keep them on the payroll—even if in a diminished capacity so as not to lose their seniority.

Overloads should be put on indefinite hold until the economy catches up with the ability to give equitable rights to our outstanding college faculty.

How we conduct ourselves during this financial crisis will decide whether we really are those passionate, caring people we claim to be or a motley group who are all about “ME” and not the welfare of our colleagues who give so much to the students and college.

“In the past these overloads may not have even affected the schedule of a part-time instructor, but now they may be deadly.”

Mashed Potatoes and Peas versus Tater Tots: Go Slow with SLO

Jefferson Hancock, BELA adjunct

This semester I received kudos from the English Department for having turned in my Student Learner Outcome (SLO) report early. The truth of the matter is that I simply wanted to get it off my desk, so I did it like a good dog. Though I've never been opposed to the idea of SLOs, I have opposed the way in which they've been handed down to us. In the English Department, creating SLOs has not been a matter of choice, but of mandate. We've been ordered, not asked, to submit these reports. We've also been told that we must attend department meetings to discuss said reports.

As an adjunct instructor, I will not be paid for the time it took to create my report, nor will I be paid for my attendance at the department meeting, should I elect to do so. But the problem with this issue goes beyond pay.

The Academic Senate for the California Community College has expressed its opposition to SLOs, claiming that they are an infringement on academic freedom. At its fall session in Los Angeles, the Senate adopted a resolution regarding SLOs and faculty evaluation. It appears on the next page.

Please read it, especially the latter portions.

Not every course objective and outcome can be codified into a neat and comfy cookie cutter SLO rubric. I do not doubt the validity of said rubrics. In fact, I find them quite useful.

But passing these SLOs off as a mandated grading practice is an absurd bureaucratic farce, and it is particularly unfair to use said SLOs as a measure of instructor evaluation. Teachers are different personalities. They have different styles. They teach differently. Yes, I said they grade differently. And while this may be upsetting to those

who favor standardization and who don't want their potatoes touching their peas, life isn't like that. So, to those who choose SLO and want SLO, I say, more power to you. Keep your Tater Tots on their pristine Chinette plate with the separate compartments. There's a place for that certainly. But please leave me the choice to use SLOs or not. I like peas in my potatoes, with gravy slathered over the top. And I like my Tater tots, too.

Kudos to the State Academic Senate for passing this important resolution, and thanks to Marty Hittleman and the California Federation of Teachers for drawing attention to the issue in the first place.

SLOs Opposed by CCC State Academic Senate

The Academic Senate for the California Community Colleges at its fall session passed a resolution opposing the use of Student Learner Outcomes as a method of faculty evaluation. The resolution appears below.

2.0 ACCREDITATION

2.01 F08 Opposition to Using SLOs in Faculty Evaluation

David Morse, Long Beach City College, Area D

Whereas, Campus visiting teams for the Accrediting Commission for Community and Junior Colleges (ACCJC) have offered conflicting interpretations of Accreditation Standard III.A.1.c (faculty and others directly responsible for student programs toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those student learning outcomes) leading to some team recommendations that the attainment of student learning outcomes should be included in individual faculty evaluations;

Whereas, The Academic Senate for California Community Colleges, in its 2004 paper The 2002 Accreditation Standards: Implementation, has stated its opposition to the use of SLOs as a basis for faculty evaluation, noting the potentially negative impact on evaluation as a collegial peer process, on academic freedom, and on local bargaining authority;

Whereas, The Academic Senate for California Community Colleges noted in the same paper that “in the event that SLOs data is collected and aggregated, it must be without reference to specific classes, students and its instructors”; and

Whereas, The differing interpretations of Standard III.A.1.c by visiting teams have caused confusion, uncertainty, and anxiety on the part of faculty at colleges that have received team recommendations that appear to conflict with stated positions of the Academic Senate for California Community Colleges, with previous understanding of the standard, and with the ACCJC’s stated respect for academic freedom;

Resolved, That the Academic Senate for California Community Colleges work with the Accrediting Commission for Community and Junior Colleges to clarify the intent of standard III.A. 1.c in order to resolve the conflicting messages being delivered by various visiting teams;

Resolved, That the Academic Senate for California Community Colleges affirm its opposition to including the attainment of student learning outcomes as an aspect of individual faculty evaluations; and

Resolved, That the Academic Senate for California Community Colleges work with the Accrediting Commission for Community and Junior Colleges and with other concerned statewide faculty organizations to ensure that accreditation recommendations do not use student learning outcomes in any manner that would undermine either local bargaining authority or the academic freedom of individual faculty members.

Disposition: Accrediting Commission, Local Senates

Assigned: Accrediting and Student Learning Outcomes Committee

CABRILLO COLLEGE FEDERATION OF TEACHERS



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

COMMITTEE REPRESENTATIVES

Benefits Committee	Debora Bone Olivia Hand
College Planning Council	Paul Harvell Barbara Schulz-Perez
Distance Learning	John Govsky Nancy Stucker (alt.)
Facilities Planning Advisory	Michelle Rivard
Faculty and Staff Diversity Advisory	Barbara Schultz-Perez
Meritorious Service	Zarina Dastagir
Sabbatical Leave Review	Eric Carter Marcie Wald Mary Ellen Sullivan
Safety Committee	Noreen Romero Matt Escover (alt.)
Sexual Harassment	Marcy Wald
Staff Development Advisory	Vicki Fabbri Shirley Flores-Muñoz Sue Slater
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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.

ELECTED OFFICERS

President	Paul Harvell
Vice Presidents	John Govsky Eric Hoffman
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Treasurer	Nancy Stucker
Membership Chair	Vicki Fabbri

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Chief Negotiator	Paul Harvell
Adjunct Committee Chair	Michael McCarthy
Grievance Officer	Michael Mangin
Newsletter Editor	Jefferson Hancock
COPE Co-Chairs	Julie Hanks & Bill Stamos

DIVISION REPRESENTATIVES

BELA	Meredith Babbe
	Michael Booth
	Cheryl Chaffin
	Nancy Stucker
	Elissa Wagner
Counseling	Olivia Hand
	Francisco Ponce
HASS	Enrique Buelna
	Michelle Chao
	Teresa Macedo
	Michael Mangin
	Michael Pebworth
	Chuck Smith
Health Services/ Library	Sylvia Winder
HWPEA	Toni Alderson
	Jan Hiley
	Anne Lucero
	Beth McKinnon
	Joanne Wylie
Instructional Development	Jefferson Hancock
NAS	Sara Decelle
	Michael Edgehouse
	Michael McCarthy
VAPA	Sarah Albertson
	Robin Aronson
	Jojo McLeod
Watsonville	Julie Hanks

CCFT Spring 2009 Meetings . . . Save the dates!

Flex Week Events

Part-Timers' Solidarity Breakfast

Tuesday, February 3
8-10 am in the Sesnon House, room 1804

Program Chair Meeting

Tuesday, February 3
3-4:30 pm in room 312

Staff, Faculty, and Board Mixer

Wednesday, February 4
5-7 pm in the Sesnon House, room 1804
Not offered for flex credit.

CCFT Luncheon

Wednesday, February 4
12-1 pm in the
Horticulture Center, room 5005

CCFT General Council

Wednesday, February 4
1-3 pm in the
Horticulture Center, room 5005

Council Meetings

February 23
March 9
April 6
April 27
May 18

Meetings are held on Mondays from 2:30-4:30. Location to be announced.

Executive Board Meetings

February 9
March 2
March 23
April 20
May 11

Meetings are held on Mondays from 2:30-4:30. Location to be announced.

Part-Time Committee Meetings

February 25
March 25
April 29
May 27

Meetings are held on Wednesdays from 12:30-1pm at the Farm, 6790 Soquel Dr.