

FACULTY VOICE

CCFT NEWS

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

MARCH 2009

CCFT President
Paul Harvell



President's Report: Eyes Wide Open

Paul Harvell, CCFT President

We have a state budget. We also had a state budget six months ago. However, if the budget that was just passed is getting us closer to what eventually will be true, our state funding is looking to be flat next year, or close to it. This means the district's roll-out of \$3.2 million in cuts is looking much smarter than the previously planned \$5 million.

This budget also vindicates the CCFT's position of waiting until the state takes definitive action before the union begins looking at extreme measures. The union

never denied that if the school saw significant decreases in revenue that the union would have to face those decreases. The discussion within in the union would reflect that reality. If things got bad, the union knows denial is not prudent. Contrary to the belief of many, we can use the word "concession" but *only* in the appropriate context – not out of fear. The union position has not been a "head in the sand" but instead has been that Cabrillo could afford to wait and see what the state brings with our eyes wide open.

Though a budget was passed, the waiting game is not over. We still live wildly uncertain times. Like I had to tell any of you that.

Having one's eyes wide open is a good thing. With that in mind, the union released a salary study. You can find a summary and the full report on the CCFT website. This study will always be a work in progress. The study itself is built upon previous studies. Some of the findings are troubling. Cabrillo has seen a significant decline in its state ranking in terms of salary. The word often used has been "slippage".

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Julie Miller Honored at CCFT Luncheon

Jefferson Hancock, editor

Julie Miller was honored for her years of service at this semester's CCFT luncheon. After being introduced by long time part-timer Allan Lönnberg, Julie received a plaque commemorating her years of meritorious service to Cabrillo and spoke about both her progressive background and her history with CCFT. "I feel at home in CCFT. I've always felt welcome here at Cabrillo," she noted, adding, "Some colleges have two unions, one for full-time and one for part-time. This has never been the case at Cabrillo. We are a wall to wall union,

full-timers and part-timers. Disagreements and arguments do happen here, but always among equals."

She also spoke about the difficulties faced by part-time faculty and advocated membership in the statewide part-time union, noting that the California Community College system's reliance on part-timers "is a disservice to students" and adding, "It is a frustration not to be more involved in campus life." However, she also noted that Cabrillo "is where I've felt the dignity of being a faculty member."

Meanwhile, she responded to a comment from the CEO of a major auto company who said, "Unions are an anachronistic structure," by vehemently saying, "No! Unions are the *collective* voice of employees, but they're only as strong as their rank and file members." She responded to some of president Obama's inaugural remarks in similar fashion. Obama had said it was time for Americans to extend our hands and unclench our fists, but Miller gave a vociferous, "No!" and encouraged members to see the *value* of the clenched fist as a symbol of power. "Until there is peace and social justice," she added,

"I will raise my fist to solidarity."



Miller closed by reminding members, "We set an example for our children in everything we do" and thanked CCFT for the award. Allan Lönnberg described her as "visibly moved." Well done, Julie. Keep up the good work.

President's Report

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We may be looking for a new word. "Slippage" connotes a magnitude smaller than what we've seen. Slidage? Skidage? Double-black diamond run?

I suppose the timing couldn't have been much worse to release a study now. After all, there isn't much in the way of available resources to address the problem. However, the study was not seen as a conduit for political leverage. Trying to understand the reality of our pay is always valuable, no matter what the budgetary environment. Few

will probably read the entire 24 pages. However, perusing sections of it is informative. One insightful section compares Cabrillo salary to numerous benchmarks. All but one of the benchmarks define what is "average". We fall short of every single benchmark. We are below average.

Kermit: Good grief! The comedian is a bear.

Fozzie: No, he's not. He's wearing a necktie!

Statler: Nothing like a good comedy.

Waldorf: Yeah! And this was nothing like it.

Transparency Trappings and Half a Tie

Jefferson Hancock, Editor

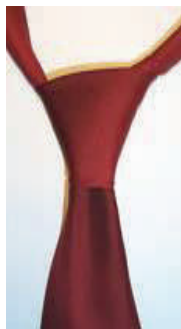
Much has been said about "transparency" and "looking at all areas" during the budget crisis. Certainly I wouldn't want to be in the president's or any of the deans' or VPs' or Board members' shoes during this mess. They have tough choices to make in finding money when there is none. They, ultimately, have to decide who gets sacked as positions and programs are reduced or eliminated.

On the other hand, when you're one of those losing your job or your health benefits, or if you lost a class you usually teach, transparency doesn't mean much. It's true enough that all of the employees at the college have had ample opportunity to speak out. We've had town hall meetings and discussion boards. We've been urged in department meetings to tell administrators where to cut the fat. But ultimately, the administrators are the ones that have to make the decisions, and as much as

they're encouraged to listen, in the end, they'll do what

they deem best for their departments, input or not. It's admirable that administration has made such overtures at transparency, but it's hard to give input on budget cuts when we don't know what's going to be cut.

Meanwhile, amid all this talk of transparency and cuts in all areas there's a group getting hit harder than others. Adjunct faculty will suffer disproportionately when administrative decisions take away 496 teaching units. If a full load for an adjunct is two, 3-unit classes each semester, or four classes per year, that comes out to 12 units each year, not counting summer and wintersession. If we divide that into 496, the lost units amount to roughly 41 of our colleagues. And yet, we're told that the cuts will come in all areas. Clearly this is not the case.



Faculty Voice: Family Values

Donna Mekis, Honors Transfer Program

We are faced with a very difficult situation in our nation, in our state, and at our college: We will lose people who have been an integral part of our campus community, whether they are adjunct faculty, classified employees, administrators or non-tenured faculty.

As these hard decisions are being made, I am putting out a request to the college. As lay-off announcements come out, we need to honor and respect those who will be leaving by acknowledging them and the work they've done for our students and our college. Cabrillo is not a corporation – people should not have to pack up their belongings, walk to their cars and disappear, with seventy-five percent of the campus not knowing who they were, what they contributed, or even that they're gone.

I propose that we distribute announcements that would include a photograph and a brief job description of those who leave. I want to see their faces, I want to know their names and I want to know what they contributed to our campus. In this way, we can allow those who are leaving, to do so with their dignity intact. At the same time, those who stay will know who and what they've lost.

It is essential that we hold onto our humanness throughout this process if we are going to survive these drastic times with our college's history, culture and ethics intact. If we truly want to call our campus community a family, we need to be one.

To me, "looking at all areas" in relation to budget cutting is analogous to taking a wide 1970's tie, removing the blasting colors and trimming it down to a skinny monochrome 1960's tie. In the end, you have less material and less flash, but you still have a tie that looks slick. Cutting off a fat tie at the bottom just looks silly. But what choice do your administrators have? They're bound to keep contract, tenured faculty and to send the part-timers, the "adjunct," the "extras" packing. But they really aren't sent packing. They just aren't hired back.

Adjuncts teach a good portion of the classes at this college and at most colleges in the CCC system. I'd be willing to bet that most CC's in the state wouldn't be able to operate without a healthy number of part-timers. And

yet, secondary status is reflected in our job title: adjunct faculty. Merriam-Webster defines the term adjunct thus: "something joined or added to another thing but not essentially a part of it." The job title says it all: adjunct faculty are not part of this college. And in the coming semester some *really* won't be.

Adjuncts are the first to go when times are tough. But it's our own fault. We are block-heads for tolerating this year after year. We should walk out, but we never do. We bemoan our status, but like

Charlie Brown, we keep coming back for more punishment. Lucy puts the football out in front of us and we take that temporary contract when it comes in the vain hope that the situation will change and we'll get the parity, status, and respect we deserve. RATS!

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Part Timer Perspective

Denise Russo, Culinary Arts and Hospitality Management

The first time I attended a part-timer's solidarity breakfast was in 2002. Although I had many years of teaching experience, this was my first semester at Cabrillo College. As the meeting started, we went around the room and voiced our names, our departments and one change we'd like to see accomplished on behalf of adjuncts. One of the first to speak, I loudly voiced "direct deposit" as the item on my wish list. As the meeting

continued, however, I sank in my chair as I listened to more significant requests. Parity, health benefits and the need to maintain unit load so as not to lose them, retirement, funds for conferences, pay for committee work...my "direct deposit" echoed in my ears and seemed so trivial. I had been sheltered (purposefully?) by my other employers and had little understanding of the critical issues facing adjuncts.

The next Flex Week came and I again attended the breakfast. This time, one of the last to introduce myself, I again said "direct deposit" although more as comic relief on the heels of all of the other important issues mentioned again. As I continued attending the semi-annual meeting, I found that each time, I started my semester a little more deflated. I'd still stand in front of my students and tell them that "I am doing my dream job" and I'd love every minute, but there began to be a little black cloud over my head as

I worried about whether I'd lose my "temporary job" resulting in my having to move and uproot my family of 5, so entrenched in our Aptos community.

Eventually, I stopped attending. I knew about the issues but felt change was slow to come. We did get direct deposit but parity was coming at a rate of 1% a year, meaning I'd reach it well after an age I hoped to be retired. The stories of classes taken away right before health benefits were to be awarded, or someone who wouldn't be able to

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Benefits Alert!! Part Timers!!

If you've had your class cancelled, you may not have to lose your health benefits this semester.

However, **you must notify Human Resources** of your intention to keep your benefits. Read the information below for details.

Benefits for Part-Time Faculty

Part-time faculty members become eligible for a District-paid benefits stipend and access to the District health plans after working at least a 50% workload (or 15 units) for two academic years. As of 2007-08, service worked over summer and winter terms counts towards establishing eligibility. Eligibility is maintained by working at least 50% (or 15 units) each year. Please note the summer sessions prior to an academic year count towards that academic year (for example if you work during the summer of 2008 it will be applied towards your eligibility for 2008-09).

Classes cancelled after the beginning of the term count towards eligibility

If you drop below the 15 teaching unit requirement per academic year needed to maintain eligibility due to a class cancellation after the beginning of a term, you will not lose eligibility for your District-paid health benefit stipend. Please note that you are responsible for communicating this information to the Human Resources office.

How do I know if I am eligible?

By May 15 of each year, the Human Resources department is to notify you if you are eligible for the District-paid stipend the following year. Those choosing to participate must notify the Human Resources office by August 1st of each year. Coverage is effective September 1st through August 31st. If you believe that you are eligible and do not receive notification from the District, please contact the Academic Resource Specialist in Human Resources (Debra Barnett at 479-6240). If you need help to verify your eligibility, please call the union office (Maya Bendotoff at 464-2238).

How do I find out about the health benefits plans?

Plan information can be found online at <http://cabrillo.edu/services/hr/benefits> or by contacting the Human Resources office (479-6217).

Faculty Voice

Sovereignty, American Holocaust, and the Educator

Stan Rushworth, English Department

While campaigning across the country in 2008, Barack Obama spoke at a number of Indian reservations, putting forth principles I have never heard advocated so unequivocally by any non-Native public figure in the U.S. He directly stated that the past must be dealt with, that treaties are the paramount law of the land, that nation to nation relationships must be honored in respect, that sovereignty must be upheld, and that the long-standing promises of health and education made by the United States to Native American nations must be kept. Those five principles reflect a core evaluation of the character of our nation to this point regarding indigenous America because they reflect what has *not* been done. They clearly state what must finally be done in order to begin living by our ideals rather than being exposed to the world in contradiction. These are the issues Native elders have been steadily putting forward for generations. Sadly, they are issues most Americans are completely unaware of because our educational institutions have largely ignored them, perhaps acquiescing to the “tragic accident of history” that defines indigenous experience in the American imagination.

I do believe Mr. Obama is fully sincere in his statements, yet I also recognize the enormity of the task. Policy makers are facing at least a century of institutionalized ignorance of these issues and their implications. At the same time, the clarity of Obama’s position represents an open door for all of us as teachers, an opportunity to help our society come to terms with the darkest chapters of its past, as well as the most obvi-

ous contradictions in its behavior in the present as well. Some argue that the roots of entitlement felt in violating international treaties to wage preemptive war can be found on our own soil. In Political Science, what does it mean about Rule of Law within a nation when international treaties are unilaterally abrogated while being considered the paramount law of the land? Do our students deeply consider this regarding First American nations and treaties? In our history courses, what can be learned about our values from examining the holocaust in California, where in the first two decades of the American occupation there was a ninety percent drop in Native population? What allowed this? Or what were the root values in the termination policies of the nineteen-fifties, when it was said, “We’re getting out of the Indian business?” In Sociology, what can we glean from examining the boarding school project all across the U.S., where children were forcibly removed from their families and intentionally stripped of all vestiges of their culture, even for years after international and American attorneys and politicians defined this practice as genocide? What sensibility encouraged this? Taking into consideration that every American student can talk about the holocaust in Germany, and most have very developed thoughts about the internment of Japanese Americans, why is it the vast majority of students, and educated American citizens in general, are so unin-

formed that they don’t know the issues I’ve just enumerated even exist? This is a crucial question to answer, not a rhetorical question.

We teach what we have been taught, and perhaps we avoid controversy about orthodox national beliefs, notably when these beliefs carry the patina of science, albeit social science. Maybe we don’t have time, in our efforts to cram all “the curriculum” into a fast-moving semester. We must then ask what “the curriculum” is and why it overshadows the essential moral/social/political questions indigenous issues engender. Nadine Gordimer talks about an “overarching social logic” and its power over the most well-intended members of apartheid South Africa, and her concept applies to every society. Accordingly, the German intellectual community is examining the centuries of thinking that led to its holocaust. How does Gordimer’s term apply to us regarding Native American issues? To me, the answer is “thoroughly” since we do not even discuss the holocaust visited upon Native America other than in vague references. It is often said that the victors write the history, and in our case they are in a long process of defining our values and everything that should be important to every American. But I would argue that in the case of Native America, the U.S. is not yet the victor. It may have a certain power over minds and nations and lives, and it may act as though it has gotten away with deep violations of its own values, but the essential issues remain unfinished, and they will not go away. Indigenous peoples are still here, still in the courts, still struggling to



maintain cultures, and have not given up the argument about who defines reality, morality, history, values or right relationship to community, land and life.

There is a profoundly teachable moment here. The relationship to Native America represents something very deep and unexamined and problematic in the personality of the nation, and without sustained reflection, we will not surpass it. There is something for all of us to learn in discovering how to approach the ideas Barack Obama has so clearly put forward, and I am certain all are up to the task if the will is there, and if the relevance is seen. Perhaps he has opened the door for American educators to reevaluate, to flesh out ideas glossed over up to this point. I think so. Perhaps he has given a go-ahead to teachers wondering how to proceed in a direction they have long felt is needed. I think so. One thing I do know is that indigenous people all over the planet, and especially here on Turtle Island, are taking a deep breath of fresh air right now. What happens next, and over the long term, is up to us, because we help form the knowledge and raise the questions upon which healthy change is based.

Thank you for listening.

Part Time Perspective

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retire with part of their retirement money lost to social security seemed surreal as I continued to receive incredible support from the department and division for which I worked. Nevertheless, I wanted to enjoy my job and not resent the institution and so I disappeared into other flex activities and turned my back on our needs.

But this year I decided to face the challenges and realized it was time for me to return. I thought of that proverbial butterfly and my requests for "direct deposit" and our 1% per year and the contract limit increase to 67% and I realized change CAN come. By ignoring it, I was contributing to the difficulties and not becoming part of the solution.

Times are tough and many of us are losing jobs or sections. Budget cuts at the schools where I teach have dropped my employment 25% as summer classes are axed from the schedule. And, I've learned I'll possibly lose a fall section, too. For the first time, I am considering leaving my passion behind and changing careers, as I have fear I will not be able to pay my mortgage or feed my children.

So, this spring, I returned to the part-timer's solidarity breakfast and I listened as we discussed our issues and voiced our concerns. When it was my turn to speak, I suggested we protect summer and Wintersession classes for our part-time faculty,

giving them first right of refusal as the full-time faculty were already guaranteed their load for Fall and Spring. This was just one of several suggestions which require that all faculty and all members of our community come together to support one another.

As one of my colleagues so astutely put it, if all part-timers were women or we all had the same color skin, these actions would not be tolerated. As we move forward with this current budget crisis and into our long-term future when the crisis is behind us, I encourage all of us to think as a community and to support each other towards what is right and what is fair and what is just.

"For the first time, I am considering leaving my passion behind and changing careers, as I have fear I will not be able to pay my mortgage or feed my children."

Half a Tie

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It doesn't happen, and the temporary employment assignment (if one

shows up) still says that employment can be terminated if sufficient enrollment does not materialize or if mitigating circumstances dictate...etc. etc. When I get my temporary assignment, I feel like Pinocchio. Maybe some day I'll be



a real boy, a real faculty member. When I read my temporary employment agreement, I feel like Charlie Brown. But I keep that availability statement coming semester after semester because I like teaching. It's what I was trained to do. It's my passion. It's my profession. I am a blockhead.

After the budget cuts go down, let's all breathe a sigh of relief when our own jobs are saved. But let's also thank the adjunct faculty. These are the folks who will worry the most about losing their jobs, their health benefits, and their income.

They should be acknowledged for their contributions to Cabrillo and for valiant service to a community college system which views them as expendable.

Fall Calendar . . . save the dates!

Council Meetings

April 6

April 27

May 18

Mondays from 2:30-4:30

In Room 225, SAC East

Executive Board

March 23

April 20

May 11

Mondays from 2:30-4:30

in 1824, Sesnon House

Part Time Committee

March 25

April 29

May 27

Wednesdays from 12:30-2:00

at The Farm

CABRILLO COLLEGE FEDERATION OF TEACHERS



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 Director: Maya Bendotoff

COMMITTEE REPRESENTATIVES

		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 baschult@cabrillo.edu
Distance Learning	John Govsky Nancy Stucker (alt.)	466-3269 x1404	john@teacherjohn.com nastucke@cabrillo.edu
Facilities Planning Advisory	Michelle Rivard	x6294	mirivard@cabrillo.edu
Faculty and Staff Diversity Advisory	Barbara Schultz-Perez	x6244	baschult@cabrillo.edu
Meritorious Service	Zarina Dastagir	x6398	zadatag@cabrillo.edu
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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 Sue Slater	x5788 477-3579 477-5205	vifabbri@cabrillo.edu shflores@cabrillo.edu suslater@cabrillo.edu
Technology	John Govsky Charlotte Jensen	x6438 466-3269	john@teacherjohn.com chjensen@cabrillo.edu

ELECTED OFFICERS

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Vice Presidents	John Govsky Eric Hoffman
Historian	Allan Lonnberg
Treasurer	Nancy Stucker
Membership Chair	Vicki Fabbri

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HASS	Teresa Macedo Michael Mangin Michael Pebworth Chuck Smith
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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

If we could lower your gas prices we would.

+ Check out some ways we've lowered the cost of your commute.



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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.

Speedy Delivery: A Brand New Kia

CCFT gives a warm welcome to Kia, the newest addition to the Decelle clan. Mother Sara teaches in the Math department and has been a regular member of the Council. Kia weighed in at 6 pounds, 11 ounces. She was 19 inches long. Apparently the little whipper snapper was so eager to become a member of the human race that Sara labored at the hospital for a mere 20 minutes.



Hello, Kia.