

FACULTY VOICE

CCFT NEWS

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

DECEMBER 2010

President's Report: To Merge or Not to Merge?



CCFT President Paul Harvell

The union continues to juggle a variety of issues. In the near term, the budget and its impact upon compensation, hangs over all of us. To the longer term, student success initiatives are coming at us like, as described by more than one person on more than one occasion, a freight train. I like trains. I ride them, and I study their history. However, if you're tied to the tracks in front of one, it's a different perspective.

Another issue that CCFT will be facing in the spring and fall is the proposed merger of the community college components of CFT and CTA. It's this issue I want to take some time to discuss now.

First, note: CTA and CFT are not merging, only the community college councils or components of each of those state organizations. Those components are called CCC and CCA – but I'll avoid the use of those abbreviations. I'm suffering from abbreviation overload on this campus – and there's plenty left to be used in this article.

The current plan is for the community college component of CFT to recommend (or not) the

merger with CTA's community college component. Upon that recommendation, local CFT community college unions will have 60 days to ratify the merger (or not). There will need to be a majority of locals to vote in favor of ratification to move forward. If CTA's community college component also ratifies the merger, then the two community college groups of CTA and CFT will unify as a single entity (which currently doesn't have a name but is referred to as New Merged Organization or "NMO").

The discussion of the merger has been going on for about 2 years. There are cultural and institutional differences between CFT and CTA, so a lot of work was needed to create a new organization that satisfies both groups. For example, CFT supports more local autonomy and engagement. CTA locals do not have local executive directors like we do (Maya is our director).

Why merge? The main goal of the merger is to bring together the two community college organizations under CTA

and CFT to create a single and stronger voice. It is to unify and strengthen the community college voice politically within the state. The need for this was seen with the Community College Initiative that was defeated a couple of years ago. CTA was the main source of opposition to that bill. Educational groups opposed each other. A single, larger, louder group might prevent such as a failure in the future. If the merger goes through, Cabrillo faculty union members will be members not only of CFT, and in turn AFT and AFL-CIO, but also CTA and NEA.

There are concerns about the merger. Some fear that cultural and institutional elements of CFT that serve the community colleges well will be lost in the newly merged group. Also, a merged organization does not come free. This union will within a few years be required to pay \$60 per full time member and \$30 per adjunct member to the new merged organization. If the merger goes forward, in a year CCFT might need to be going out to the membership to ratify a dues increase.

The council will take up the issue of the merger in mid-spring. Until then, please let your council reps know your thoughts on the matter, so your CCFT leaders can proceed accordingly.



in this issue

REEMPLOYMENT PREFERENCE	2
UNEMPLOYMENT FOR ADJUNCTS	3
SUPERMAN REVIEW	3
SCHOLARSHIPS	4
ENRIQUE BUELNA	5
PROGRAM CHAIRS	6
FALL FLEX	6
CFT CONVENTION	6

Adjunct January Paychecks

Good news! Since Flex Week comes in the last few days of January, adjunct faculty will receive a paycheck in January and will receive salary in five installments, with paychecks arriving at the end of January, February, March, April, and May.

Editorial

Evaluating Evaluations and Reemployment Preference

Jefferson Hancock, Editor

Recent changes in the CCFT contract have clarified and strengthened reemployment preference. Article 16 of the collective bargaining agreement now includes language stating that the District will make an effort to provide continuing comparable assignments to adjunct unit members with reemployment preference. The district also agreed to improve communication, consistency, and timeliness in giving and confirming adjunct assignments.

As a long-term part-timer I can attest to how?? well these changes have worked for me; I noticed positive changes as soon as the new semester started. In the past, I've not been sure whether I would actually be working in the coming semester, as notice did not always come regularly, and my availability statement wasn't always followed. Now, I receive regular notice of my classes and am allowed to give formal confirmation that I accept the assignment. Don't get me wrong. The old system worked well enough and I generally got work, but now the process, in my division at least, has really been streamlined. These changes have been a long time in coming, in all honesty, and a lot of people worked very hard for them.

Contrary to what some believe, reemployment preference is not tenure – far from it. Adjunct employees are hired from semester to semester and, thus, are temporary employees. They can *never* get tenure so long as they are temporary. In fact, since there is the possibility that they may not be rehired for a variety of reasons, the law says adjuncts are eligible to take unemployment each summer and each holiday season. Job security? No. Really, reemployment preference was designed to make sure that the rehire process each semester is fair and consistent.

Reemployment preference bases the allocation of assignments on contractually defined criteria, including length of service, area expertise, and evaluation. The District has consistently pushed for as much “flexibility” as possible in this regard. The union also supports high quality, and of course, wants the best faculty possible. The difficult questions related to this matter generally pertain to evaluation.

But concerns about reemployment preference from administration continue to arise. Administrators want some degree of flexibility in determining who should teach classes. That is, they

want to ensure that they have the best instructors teaching most of their classes. But how does one determine who is “the best” and who is merely “qualified”?

On an elementary level, it's easy to determine the difference between a satisfactory faculty member and an unsatisfactory one. Serious cases of gross negligence are obvious. If an instructor gets regular complaints, he or she is subject to reevaluation. More egregious cases may involve blatant disregard for the law, the contract, or college policy—sexual misconduct, drug or alcohol abuse on the job, that kind of thing.

But determining the difference between a satisfactory faculty member and an excellent one is less clear, and conducting honest evaluations can be daunting. For such a process to work several things need to happen. First, the evaluator must be unafraid to point out any changes that might improve instruction. Second, the evaluator must clearly specify what improvements the faculty member in question needs to make. Does the instructor need to arrive on time? Clarify the syllabus? Present clearer directions on assignments? Third, the in-

structor must have ample opportunity to address and act on improvements. Finally, the instructor should be notified in writing that his or her load may be reduced as a result of the lack of improvement. Such a process may take time to implement, but due process must be observed when we're considering a colleague's livelihood. In the end considerations about workload must be balanced with the quality of instruction and the needs of the program. Obviously, Cabrillo wants more than satisfactory faculty, and if an instructor is barely meeting minimum evaluation criteria, and is not making an effort to improve, those problems need to be addressed.

In the end, I'd like to think that we're *all* excellent faculty members, but I realize that's a naïve assumption. We obviously want to maintain Cabrillo's standard of excellence, but we must also ensure that when someone's workload is reduced, the process is conducted fairly.



Part Time Faculty May Be Eligible for Unemployment Benefits Over Winter Break

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

When should I apply for unemployment?

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

Please note that you are paid from the beginning of flex week through the end of the academic semester (unless you have a specified, shorter-term contract). This is true even if you stop teaching before the final date listed in your individual contract. The current semester runs through December 18, 2010.

Apply online at <http://www.edd.ca.gov/unemployment/>

or call the Employment Development Department (EDD) at 1-800-300-5616.

What you need to know when you file

Be sure to let them know you are a temporary, part-time employee who has been laid off for lack of work. If you have an assignment for the spring, explicate that you have a *tentative assignment for the spring semester and that your assignment may be withdrawn at the District's discretion at the last minute because of funding, enrollment, or other changes*. (This language is found in section 16.5 of the Contract, we recommend you have a copy on hand during the application process). You should also mention your entitlement to benefits under the case of *Cervisi v. California Unemployment Insurance Appeals Board* (1989) 256 Cal.Rptr.142. The *Cervisi* decision states, "an assignment that is contingent on enrollment, funding, or program changes is not a 'reasonable assurance' of employment."

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

More Information

More information can be found on our website at <http://ccftcabrillo.org/parttimers/unemploy.php> If you have additional questions or comments, please call CCFT representative Maya Bendotoff at 464-2238.



Opinion: Waiting for Superman

Sadie Reynolds, Membership Chair

Guggenheim's new documentary *Waiting for Superman* is cinematographically compelling and emotionally gripping. But its most salient aspect for this viewer is its simplistic and misguided analysis of what ails public education in the US. Having crafted a documentary on public school teachers in 1999, Guggenheim starts the film by describing how he decided to enroll his children in private school—against deeply felt commitments to the public education system he once had.

Guggenheim cannot be

faulted for wanting quality education for his children. But his film does a grave disservice to the public by laying the disaster that is the US public school system at the feet of teachers and our unions. One of the most memorable moments in the film for me is when the Presidents of the American Federation of Teachers and the National Education Association are first introduced. The score becomes sinister and harsh video shots tell the viewer in no uncertain terms that these are the villains in the narrative—vectors of doom who are to blame for our predicament.

The film's focus on demonizing teachers and our unions as the single most imposing impediment to progressive reform in education allows it to sidestep history and the social and economic forces that have produced the educational system we have today. Astonishingly, race is ignored in the film—the insidious histories of residential and school segregation not even mentioned. There is no analysis of the role of neoliberal economic policies and only passing mention of the role of high incarceration rates in poor communities.

To understand our failing public school system we must view it in historical

context. And race, ethnicity, and political economy must be brought into stark focus. Not only has US society witnessed a long history of residential and school segregation, but researchers have begun talking about what they call "hypersegregation" in metropolises across the nation in recent years, and schools today are more racially segregated than they were when *Brown v. Board of Education* was won in 1954. The globalization of capital and deindustrialization has led to a tremendous increase in inequality, with crushing effects on poor people in

Union-Sponsored Scholarships

FOR DEPENDENTS and MEMBERS 2011



Raoul Teihet Scholarship Program

The California Federation of Teachers offers \$3000 and \$1000 scholarships to high school seniors and continuing college students who are dependents of CFT members. Application deadline: January 10 and July 1, respectively.

To learn more, phone (714) 754-6638, or go to www.cft.org and click on Scholarships.

Robert G. Porter Scholarship Program

The AFT awards four \$8000 scholarships to high school seniors who are dependents of AFT members, as well as 20 continuing education grants of \$1000 to AFT members. Application deadline: March 31. *To learn more, email porterscholars@aft.org, phone (800) 238-1133 extension 4457, or go to www.aft.org/aftplus/scholarships.*

Union Plus Scholarship Program

The AFL-CIO offers scholarships ranging from \$500 to \$4000 to union members, their spouses, and their dependents who are enrolled at accredited institution of higher education. Scholarships are also available to graduate students. Application deadline: January 31. *Go to www.unionplus.org/scholarships.*

Union Leaders of the Future Scholarship Program

To help women and people of color become union leaders, the AFL-CIO offers \$3000 scholarships to qualifying union members. *Go to www.unionplus.org/scholarships.*

Little known! National Labor College Scholarship Program

For individuals wanting to attend the National Labor College in Maryland or New Mexico, the AFL-CIO awards a total of \$25,000 to eligible members or staff employees of affiliated unions. *Learn more at www.unionplus.org/scholarships.*

Union Plus Scholarship Program



In addition to the CFT college scholarships for children of members AND for members themselves, the AFL-CIO sponsors the Union Plus Scholarship Program

Since 1992, the Union Plus Scholarship Program has awarded more than \$3 million to students of working families who want to begin or continue their post-secondary education. Over 1,900 families have benefited from our commitment to higher education. The Union Plus Scholarship Program is offered through the Union Plus Education Foundation.

Scholarship award amounts:

The amount of the award ranges from \$500 - \$4,000. This is a one-time cash award sent to individual winners for study beginning in the fall of the same year.

Eligibility

Current and retired members of unions participating in any Union Plus program, their spouses and their dependent children (including foster children, step children, and any other child for whom the individual member provides greater than 50% of his or her support) can apply for a Union Plus Scholarship.

Participating union members from the U.S., Puerto Rico, Guam and the U.S. Virgin Islands and Canada are eligible.

Union members do not have to purchase any Union Plus program product or participate in any Union Plus programs to apply for the scholarships and scholarship awards are not based upon participation in a Union Plus program.

The applicant must be accepted into an accredited college or university, community college or recognized technical or trade school at the time the award is issued.

Undergraduate and graduate students are now eligible.

For more information, go to:

[http://
www.unionplus.org/
college-education-
financing/union-
plus-scholarship](http://www.unionplus.org/college-education-financing/union-plus-scholarship)

The application
deadline is
1/31/11.



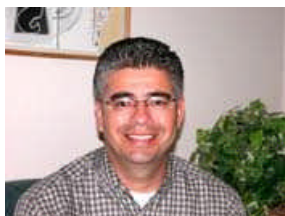
CCFT Faculty Profile Enrique Buelna

This month's Faculty Profile features History Professor Enrique Buelna. Enrique has recently agreed to serve as COPE co-chair and has been active member of CCFT Council for some time. During the November elections, acting as COPE co-chair, he worked vigorously on Donna Zeil's campaign for the Cabrillo College Governing Board. The Faculty Voice interviewed him recently.

Here's what he had to say.

FV: How long have you been at Cabrillo?

I have been at Cabrillo since the fall of 2005. When my family and I moved here from Los Angeles, my daughter was eleven years old and my son was five. Our move here was not easy as I left most of my immediate family—and a whole lot of relatives—behind. Nonetheless, we joined my wife's family which helped in the transition.



FV: What's your teaching specialty and why did you choose it?

My areas of focus are in twentieth-century U.S. history and a specialty in Mexican American history. Within these areas I place emphasis on labor, working-class social movements, race and ethnic relations, gender, immigration, and environmental justice. My interests stem from my own experiences and those of my parents. Both my parents immigrated to this country from Mexico and worked very hard to make a life for themselves and their children. They remain exceedingly proud of the fact that their four sons attained college degrees—and two received doctorates. Despite the opportunities, we experienced discrimination which certainly left its mark on all of us. And, yet, through it all, my parents maintained a determination to overcome these barriers,

to look at the good, and never forget who you are or where you come from. History became a natural extension of my curiosity to understand the human condition—blemishes and all.

FV: What's your present position in the union and how is it going? What information would you like to impart to members and what would you like to accomplish in your position in CCFT?

I am currently a co-chair on the Committee on Political Education. I remain committed to the union and to the work it does to protect and enhance the work-life of its members. In my position, I hope to continue to learn as much as I can about outreach to the broader community and about political action. My desire is that I can become a more effective member of this important body.

FV: Why did you choose union work?

I chose union work because of what it has meant for my family. My father was a union member as a furniture worker for over twenty five years and later as a

custodian for another twelve working for the Los Angeles Times. The union protected and supported my father and, in turn, our entire family.

FV: Describe your professional journey. How did you get where you are?

After attaining a degree in public administration from the University of Washington in 1993, I decided to put into practice what I had learned. Indeed, within a few months, I helped a fellow classmate win her election to the King County Council where I got my first real job. After leaving Seattle in 1995, I joined more campaigns which eventually led to a job in the office of Congressman Javier Becerra (CA-31) in Los Angeles. In 1997, I decided to enter the doctorate program in history at UC Irvine. By the second year, I was working with students in the classroom and soon I found employment at CSU Northridge in the Chicano Studies Department. In 2005, I became aware of a teaching opportunity at Cabrillo College and I applied. The rest is history.

Waiting for Superman

Continued from page 3

the US, who are disproportionately Black and Brown. Mass incarceration and lethal violence have swallowed up these communities. *Waiting for Superman* accounts for none of this.

The focus on teachers as the scourge on our children also feeds into the privatization movement which sees quality education not as a human right or public good but as a commodity to be bought and sold to the highest bidder. School

vouchers are seen as a solution to dropout factories. This is a slippery slope that threatens to gut what's left of public education in this country. Privatizing education will not provide access to quality education for the poor, who are least likely to have it now. But it will ensure that historically disadvantaged communities will stay that way, while the very wealthy reap profits by entrenching and retrenching educational inequality.

The scene depicting competi-

tive lotteries for admission to charter schools shows the cruelty of our current system. Seeing hopes dashed among the film's young protagonists was heart wrenching for me—bolstering like a sledgehammer my belief that all children should have access to a quality education that enriches and encourages them, and helps them reach their full potential.

Guggenheim's premise that our public education

system is failing dismally is well established. His argument that excellent teachers can make a real difference in students' lives is well taken. And his position that people in communities need to become active in creating change is on target. But his arguments about what is wrong and what needs to be changed are so fatally flawed that they left me waiting for a competent analysis.

CABRILLO COLLEGE FEDERATION OF TEACHERS



Phone: 831-464-2238

Fax: 831-464-2283

E-mail: ccft@ccftcabrillo.org

<http://ccftcabrillo.org>

Know Your Contract

FAQ...

Program Chairs

Maya Bendottoff, CCFT Director

What Is a Program Chair?

A Program Chair is a faculty member that has been selected to work with faculty in a given discipline or group of disciplines to promote the continuous improvement of the quality of instruction within the assigned program. Program Chairs coordinate the responsibilities of the assigned program(s) under the direction of the Dean or appropriate administrator.

Are Program Chairs Administrators?

No (in most instances the Dean is the appropriate administrator).

How are Program Chairs Selected?

Program Chairs are selected by program faculty; if the faculty members are unable to select a

Program Chair, a PC may be sought by the appropriate administrator. In some cases, a PC may be hired at the discretion of the District through the faculty search and selection process.

How Long Do Program Chairs Serve?

Terms for PCs run three years (subject to a satisfactory performance evaluation); PCs may serve multiple terms.

Must All Full-Time Faculty Members Serve as Program Chair?

No. Contract section 11.9.3.1 explains that, "Except for faculty specifically hired to direct a program, faculty who decide not to accept or continue an assignment as Program Chair shall not suffer

loss of status as a faculty member solely based on the decision not to accept or continue the Program Chair assignment."

How Are Program Chairs Compensated?

Compensation is based on twelve compensation criteria, which include the size, scope, and budget of the program, whether or not there is an industry advisory committee or accreditation process, and several other factors. Compensation criteria are plugged into a matrix for each program on an annual basis (see Appendix AA.2-3).



SHOPPING

Easy, personalized holiday shopping.

(it's like we know everyone on your list)



AFT ADVANTAGE

- Your AFT membership card provides access to AFT Advantage shopping discounts online.
- Save up to 70 percent on electronics, apparel, home furnishings, tickets, flowers, gifts and much more.

For more information about these and other savings, go to:

aft.org/members



A Union of Professionals

AFT +
Member Benefits

AFT + is your advocate. For information on all AFT + programs, call 800/238-1133, ext. 8643, or e-mail aftplus@aft.org. The 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.aft.org/benefits/disclosure.

CCFT Spring 2011 Flex Save the Dates

CCFT Luncheon

Wednesday, February 2
from 12:00-1:00 p.m.
Horticulture 5005

CCFT All Faculty Meeting

Wednesday, February 2
from 1:00-3:00 p.m.
Horticulture 5005

Program Chair Meeting

Monday, January 31
from 3:00-4:30 p.m.

Part-timers' Breakfast

Tuesday, February 1
from 8:00-10:00 am
Horticulture 5005

Enhancing Excellence Through Peer Review

Thursday, February 3
from 1:00-3:00 p.m.
SAC 226

CFT Convention Call

The annual CFT Convention provides an opportunity for membership to guide the direction of statewide federation. The spring 2011 Convention will be held in Manhattan Beach March 18-20.

To nominate yourself to serve as a delegate, please email your name and contact information to ccft@ccftcabrillo.org or call 464-2238 by February 25, 2011. Convention information will be posted online at <http://www.cft.org/>. CCFT will likely reimburse up to five delegates for necessary expenses; funding to be approved at our Feb. 2 flex week meeting. Formal approval of delegates will take place the CCFT Council meeting scheduled for February 28 (if needed, we will hold a formal election).