

# FACULTY VOICE

CCFT NEWS

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

APRIL 2011

## President's Report: The Expression is an "All-cuts Budget"

The latest word from Sacramento from the governor himself is that the June ballot measure is dead.

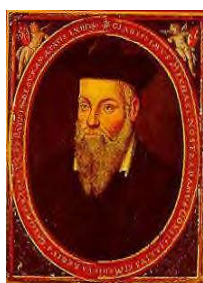
If the tax rates are allowed to drop, the state loses around \$12 billion in revenue which means there must be an additional \$12 billion in spending cuts from current proposals.

No one knows what this means for Cabrillo because the additional budget cuts will have to be passed by the legislature. Guesses are based on the state's legislative analyst office. That office has made a range of suggested additional cuts. Some ideas have been

floated before. Some will find more traction than others. What will happen? No one knows. How Cabrillo needs to prepare for next year is one big fat question mark.

We do know there have been cuts already passed, about a 5% reduction in workload. Translation: a 5% reduction in our student cap. Implication: pressure to trim more TU's. Second implication: to meet the 50% law, there must be at least matching cuts in non-instructor costs.

Then there's "Plan B" which is anything the governor might still pull off. There are whispers of a November ballot with



CCFT President  
Paul Harvell

initiatives. There are whispers of an all Democratic budget with tax extension (no idea of the legality of this – whispers are often unrealistic). There are whispers of state collapse.

When will we know? The past suggests discussions and debates over the budget might continue into October. Some things have changed. Now, only needing a majority to pass a budget, the presumption is the budget should be in place by July.

If anyone has a crystal ball that's working really well, please e-mail.



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## Marching for Public Education

Sadie Reynolds, Membership Chair

Last month our own Student Senate organized a highly successful caravan to Sacramento to participate in this year's March in March. A yearly event organized by California Community College students across the state, the march advocates for students and protests the state's continuing and deepening disinvestment in its community college system. News media reported there were upwards of 4,000 students and 400 educators in attendance from colleges across California.

The Cabrillo contingent of forty-eight students, faculty, and staff left Aptos on two

buses just after 6:00 a.m. March 14th and was met at the Capitol with light rain that continued through the three-hour-long event. We were well fed by ASCC, which provided coffee, breakfast sandwiches, and sack lunches for all. And of course the company was exquisite.

The gloomy weather did not dampen spirits. Stepping off the bus, rousing chants filled the air, "We're students united! We'll never be divided! We're students united! We'll never be

divided!" A few moments later peals from all directions: "Hey hey! Ho ho! These budget cuts have got to go! Hey hey! Ho ho! These budget cuts have got to go!" And the chants went on... Meanwhile event staff circulated informing marchers that sign posts must be fewer than 18 inches in length—the word from local police, apparently concerned that marchers would wield the signs as weapons. Many complied (some didn't) so signs were short staffed, but marchers held them high.



Maya Bendotoff and  
Steph Stainback  
rally for public education

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## The Shameful Attack on Public Employees

By Robert Reich, January 6, 2011

In 1968, 1,300 sanitation workers in Memphis went on strike. The Rev. Martin Luther King, Jr. came to support them. That was where he lost his life. Eventually Memphis heard the grievances of its sanitation workers. And in subsequent years millions of public employees across the nation have benefited from the job protections they've earned.

But now the right is going after public employees.

Public servants are convenient scapegoats. Republicans would rather deflect attention from corporate executive pay that continues to rise as corporate profits soar, even as corporations refuse to hire more workers. They don't want stories about Wall Street bonuses, now higher than before taxpayers bailed out the Street. And they'd like to avoid a spotlight on the billions raked in by hedge-fund and private-equity managers whose income is treated as capital gains and subject to only a 15 percent tax, due to a loophole in the tax laws designed specifically for them.

It's far more convenient to go after people who are doing the public's work - sanitation workers, police officers, fire fighters, teachers, social workers, federal employees - to call them "faceless bureaucrats" and portray them as hooligans who are making off with your money and crippling federal and state budgets. The story fits better with the Republican's Big Lie that our problems are due to a government that's too big.

Above all, Republicans don't want to have to justify continued tax cuts for the rich. As quietly as possible, they want to make them

permanent.

But the right's argument is shot-through with bad data, twisted evidence, and unsupported assertions.

They say public employees earn far more than private-sector workers. That's untrue when you take account of level of education. Matched by education, public sector workers actually earn less than their private-sector counterparts.

The Republican trick is to compare apples with oranges - the average wage of public employees with the average wage of all private-sector employees. But only 23 percent of private-sector employees have college degrees; 48 percent of government workers do. Teachers, social workers, public lawyers who bring companies to justice, government accountants who try to make sure money is spent as it should be - all need at least four years of college.

Compare apples to apples and you'd see that over the last fifteen years the pay of public sector workers has dropped relative to private-sector employees with the same level of education. Public sector workers now earn 11 percent less than comparable workers in the private sector, and local workers 12 percent less. (Even if you include health and retirement benefits, government employees still earn less than their private-sector counterparts with similar educations.)

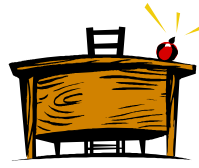
Here's another whopper. Republicans say public-sector pensions are crippling the nation. They say politicians have given in to the demands of public unions who want only to fatten their members' retirement

benefits without the public noticing. They charge that public-employee pensions obligations are out of control.

Some reforms do need to be made. Loopholes that allow public sector workers to "spike" their final salaries in order to get higher annuities must be closed. And no retired public employee should be allowed to "double dip," collecting more than one public pension.

But these are the exceptions. Most public employees don't have generous pensions. After a career with annual pay averaging less than \$45,000, the typical newly-retired public employee receives a pension of \$19,000 a year. Few would call that overly generous.

And most of that \$19,000 isn't even on taxpayers' shoulders. While they're working, most public employees contribute a portion of their salaries into their pension plans. Taxpayers are directly responsible for only about 14 percent of public retirement benefits. Remember also that many public workers aren't covered



Robert Reich is Professor of Public Policy at the University of California at Berkeley. He has served in three national administrations, most recently as secretary of labor under President Bill Clinton. He has written twelve books, including "AFTERSHOCK: The Next Economy and America's Future," and currently blogs at [www.robertreich.org](http://www.robertreich.org).

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## Public Employees

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by Social Security, so the government isn't contributing 6.25 of their pay into the Social Security fund as private employers would.

Yes, there's cause for concern about unfunded pension liabilities in future years. They're way too big. But it's much the same in the private sector. The main reason for underfunded pensions in both public and private sectors is investment losses that occurred during the Great Recession. Before then, public pension funds had an average of 86 percent of all the assets they needed to pay future benefits - better than many private pension plans.

The solution is no less to slash public pensions than it is to slash private ones. It's for all employers to fully fund their pension plans.

The final Republican canard is that bargaining rights for public employees have caused state deficits to explode. In fact there's no relationship between states whose employees have bargaining rights and states with big deficits. Some states that

deny their employees bargaining rights - Nevada, North Carolina, and Arizona, for example, are running giant deficits of over 30 percent of spending. Many that give employees bargaining rights - Massachusetts, New Mexico, and Montana - have small deficits of less than 10 percent.

Public employees should have the right to bargain for better wages and working conditions, just like all employees do. They shouldn't have the right to strike if striking would imperil the public, but they should at least have a voice. They often know more about whether public programs are working, or how to make them work better, than political appointees who hold their offices for only a few years.

Don't get me wrong. When times are tough, public employees should have to make the same sacrifices as everyone else. And they are right now. Pay has been frozen for federal workers, and for many state workers across the country as well.

But isn't it curious that when it comes to sacrifice, Republicans don't include the richest people in America? To the contrary, they insist the

rich should sacrifice even less, enjoying even larger tax cuts that expand public-sector deficits. That means fewer public services, and even more pressure on the wages and benefits of public employees.

It's only average workers - both in the public and the private sectors - who are being called upon to sacrifice.

This is what the current Republican attack on public-sector workers is really all about. Their version of class warfare is to pit private-sector workers against public servants. They'd rather set average working people against one another - comparing one group's modest incomes and benefits with another group's modest incomes and benefits - than have Americans see that the top 1 percent is now raking in a bigger share of national income than at any time since 1928, and paying at a lower tax rate. And Republicans would rather you didn't know they want to cut taxes on the rich even more.



## Pony Up

Jefferson Hancock, Editor

By now, we're all tired of hearing about how broke the state is, both fiscally and morally, and every semester, I swear I'm going to spend less time complaining about the budget. But it irks me that this money discussion comes up so often. Why do California schools and public services have to beg for money every year? The obvious answer is, "the economy" of course. Tax revenues



are down, so there's less money in the coffers. But no. It's more than that.

California needs to get its priorities straight. Public education, roads, police, firefighting—these things cost money. Let's take a good look at how much public services really cost, starting with our infrastructure. A

quick check of the American Road and Transportation Builders website reveals the following costs:

- ◆ Construct a new 2-lane undivided road - about \$2-\$3 million per mile in rural areas, about \$4-5 million in urban areas.
- ◆ Construct a new 4-lane highway -- \$4-\$6 million per mile in rural and suburban areas, \$8-\$10 million per mile in urban areas.
- ◆ Construct a new 6-lane Interstate

highway - about \$7 million per mile in rural areas, \$12 million or more per mile in urban areas.

- ◆ Mill and resurface a 4-lane road - about \$1.25 million per mile.
- ◆ Expand an Interstate Highway from 4 lanes to 6 lanes - about \$4 million per mile.

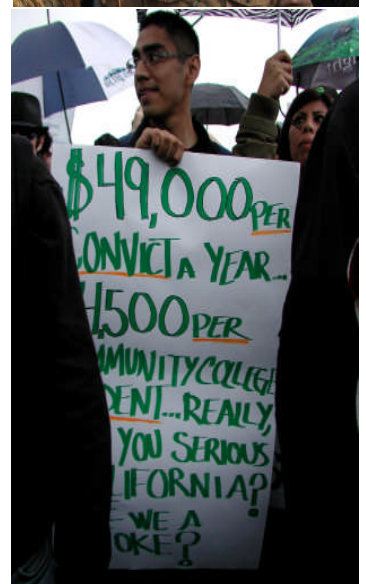
Let's see. A few weeks ago, I drove to Ventura on the 101, and a hundred mile stretch, at least, was being re-

## March

Continued from page 1

The peaceful march set off and wended its way through downtown toward the Capitol and settled in front of the capitol building. There, speeches were made that were inaudible through the continuing chants and drumbeats pulsing through the crowd. Students danced in a circle nearby.

I stood gratified, taking in the signs dancing above the crowd to the rhythm of drums and chants. These summed up the zeitgeist of an inspiring day in Sacramento: "Schools Not Jails!" "Power to the Students!" "Fight like an Egyptian!" "Rise Up Against Fee Hikes!" "We're People not Profit" "An Injury to One is an Injury to All!" "Invest in education: Tax the RICH!"



Students take a stand for Public Education

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## Grievance Victory: District Agrees to Reinstate Reemployment Preference of Adjuncts Who Recently Began to Collect a CalSTRS Pension

Maya Bendotoff, CCFT Director

On February 21, 2011 CCFT and the District settled a grievance that had been in progress for over a year and was scheduled to go to arbitration on March 24-25. At question: Can the District legitimately terminate the reemployment preference and date of hire of adjunct unit members who begin to collect a CalSTRS pension?

To CCFT the contract is clear: There are limited reasons for terminating reemployment preference; collecting a CalSTRS pension is not one of them. The district started terminating the reemployment preference of unit members that retired with CalSTRS only a year ago, a unilateral change from the past

practice of a decade and a clear violation of the contract.

Congratulations to the grievants who put themselves on the line for more than a year to promote contractual rights that will benefit many others. CCFT worked hard to enforce the contract and spent many hours in preparation for the arbitration.

### Highlights of Settlement

- ♦ *The District agreed to restore and maintain the original hire dates for the grievants.*
- ♦ *The District agreed that it will terminate the reemployment preference of adjunct unit members in accordance with section 16.8.5.1 of the collective bargaining agreement.*

## Health Services Employees to Be Reclassified as Tenure Track

Maya Bendotoff, CCFT Director

In the past, two Health Services faculty members at Cabrillo had been defined as "categorically funded" and been given yearly contracts rather than contract/regular status.

Upon receiving questions from Health Services faculty members, the union looked into this matter to discover that Health Services is an ongoing program, funded by mandated student fees. Because

the funding of these positions is of an ongoing nature and because they are not conducted under contract with an outside agency, they are not categorical positions and thus do not legitimately fall under Ed Code 87470. (Student health services are like any academic program in the college; they continue unless reduced or eliminated by program review decisions.)

CCFT worked with District to clarify this matter. Congratulations to Diane Avelar and Katie Dowling on their newly tenured status. And special thanks to Loree McCawley and Victoria Lewis for working to promptly resolve this issue.

## Hancock: Unionist of the Year

*Faculty Voice.* Editor Jefferson Hancock found himself flabbergasted when his colleagues announced at the latest CCFT Council meeting, that he would be the "Unionist of the Year" to be honored at the Central Labor Council Awards Dinner on April 29 in Monterey. He will accept the award with humble gratitude.

### Categorically Funded Faculty

A section of the California Ed Code allows Districts to hire faculty members on an annual basis if they work in programs that conducted under contract with an outside agency or are of an indeterminate duration. Such programs are generally referred to as "categorically funded" (Ed Code section 87470). Categorically-funded faculty members may be employed by the district on a year-to-year basis. While some faculty members in categorical programs are regular, tenure-track faculty members, others receive an annual notice of employment and remain annual employees.

One current example of such faculty members is those serving under the Title V Strengthening Hispanic Institutions Program, which is funded by a five-year grant.

## State Disability Insurance: A Reality for Cabrillo Part-Time Faculty

A majority of part-timers voted in favor of State Disability Insurance Coverage (111 in favor, 34 opposed). Implementation slated for October 1, 2011.



*The Unionist of the Year and daughter Sarah visit Bigfoot in Seattle.*

## Evaluations and the TCCC

*Eric Hoffman, Grievance Officer*

The TCCC? That's the Tenure Committee Code of Conduct, a little known appendix to our contract (appendix Y for those who want to look it up). It was written to guide those who are serving on evaluation committees that help decide whether an instructor receives tenure, but it actually applies to anyone who evaluates another faculty member. The whole evaluation process is described in Article 17 of the contract along with numerous evaluation-related forms in the appendices.

If you want to get more information on your evaluation process, be sure you are looking in the right place. There are separate sections in Article 17 for probationary faculty (those with ongoing contracts but not tenure), regular faculty (those with tenure), and adjuncts (part-time temporary employees), and the three sections have a lot of similar language. There are

also special instructions and forms for program chairs, academic specialists, and children's center teachers. A few key points from Article 17:

- ◆ While your program chair or another faculty member may be on your evaluation team, the final responsibility for writing the evaluation lies with your Dean or other administrative supervisor. Your program chair is not your supervisor.
- ◆ If you are unsatisfied with your evaluation, you should talk to your Dean to discuss the issues and ask for changes. A CCFT representative can help. You can file a grievance if the College didn't follow the proper procedures, but you can't file a grievance challenging the contents of the evaluation—the Dean has the final word. If you are still unhappy, you should write up a complete description of your point of view within six

days of receiving the evaluation (20 days for adjuncts), and that will be attached to the evaluation before it is placed in your personnel file.

- ◆ Sign your evaluation, even if you are unhappy with it. Signing does not indicate approval, it only indicates you received the written evaluation forms.

So how does the Tenure Committee Code of Conduct come into this? There are two important sections to keep in mind, whether you are the evaluator or the person being evaluated:

- ◆ The evaluator should be disqualified if he or she can't remain unbiased. If you feel your Dean has assigned a biased evaluator to your team, you should discuss the evidence of that bias with

your Dean immediately.

- ◆ The evaluator and Dean must respect your academic freedom, described in Article 4 of the contract. That means that, as long as you are covering the approved curriculum (Look up your approved curriculum on Curriculum!) and do not have clearly documented problems with student complaints, retention, or illegal/unethical behavior, you get to decide the methodology you will use to teach the course. That doesn't mean your Dean, program chair, or other faculty cannot make suggestions and recommendations, or have discussions, debates, or even arguments with you. It does mean that, as long as you follow the rules, no one can tell you how to teach your class!

## Feedback Shmeedback: Ways to Achieve Constructive Criticism

*Vicki Fabbri, CCFT Vice President*

Imagine yourself hearing the any of the following from a colleague: "Can I give you some feedback...?" "No offense, but..." Or, "Your idea is OK, but..." If you're like me just hearing the tone in these statements is enough to tense my shoulders, stomach, and possibly jaw, because I suspect I need to gird myself to hear something that is not going to be fun. In the first example, I know the question is rhetorical; whether I want it or not, I'm about to hear that so-called

"feedback." In the second example, despite the disclaimer, I am about to be offended. And in the last example I can hear the "but" coming before it's stated, because the rate of speech accompanying the "positive" part gives me a heads up that the really important part of the message is coming after the "but." Now maybe you're thinking, "Hey, buck up—you're an adult and you shouldn't take everything so personally." Yeah, it's something to aspire to, but the truth is our primitive brain parts are always scanning for

potential threats and react with fight or flight responses before the "adult overseer" parts of our brain can run interference.

So, what's a person to do? In a well-attended Spring Flex activity sponsored by CCFT on the relationship between feedback and professional development, we began with a lively brainstorming session which clarified that when most of us hear the word "feedback," we really translate it into a variation of the word "criticism," which most of us don't like. However, when we hear the term "professional development" we frequently associate it with support, learn-

ing, and collegiality, which most of us want. The premise of the workshop was to explore the possibility of reframing "feedback" so that it could be done in service of professional development. We were aided in our understanding by our panelists—me (communications), Diego Navarro (Academy for College Excellence), Ann Lucero (nursing), Lisa Meyers (math) and Rosemary Brogan (history). Each person talked about how to enhance our craft of teaching and thereby facilitate student learning by engaging in conversations that include plenty of acknowledgement as well as suggestions for improvement.

## Feedback

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Lisa Meyers shared how the math department does this through setting up mentoring relationships that pairs experienced faculty with new hires, particularly adjunct faculty who may not have received the same kind of orientation to the college and the department as contract faculty.

The two hour workshop seemed to fly by and at the end there was overwhelm-

ing agreement that this subject deserved more attention. It was clear that we all knew in principle the kind of mutually supportive "feedback" that we'd like to be able to give and receive. It was also clear that how to actually do this remained murky. We want to develop the necessary guideline and skills so that our actions match our intentions. So, stay tuned...there's a Flex workshop proposed for

the fall that will include sharing some models for mentoring, and developing regular "feedback" contexts that provide "professional development." Most important of all—we'll get to practice giving feedback to one another and then give feedback on our feedback! Whew! And I promise we'll have lots of opportunity to laugh together and lighten up along the way. And lord knows we need more of that during these stressful times, yes?

"...we all knew in principle the kind of mutually supportive "feedback" that we'd like to be able to give and receive."

## Pony Up

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paved. Hmm. Four lane road 1.25 million bucks a mile. That's what, 125 million bucks?

Let's try another example. Picture yourself driving down the I-5 just past downtown Los Angeles on the badly beaten stretch of road just before the Orange County line. How much do you suppose that costs to pave?

Or take a look at the Bay Bridge. The eastern span cracked way back in 1989 and it's taken how long to get a new span built? At a cost of how much? 5.487 billion dollars according to baybridgeinfo.org.

Certainly not chump change, but it has to be done. Yet we wonder why we're in debt.

And who are the people who pave and build these things? Civil engineers? How much do they make? Iron workers? Cal Trans employees? Let's check the average salary of the folks paving the road. Starting salary for a transportation engineer ranges from \$65,111 to \$94,333 and a senior civil engineer makes from \$104,473 to \$113,742.

Now let's think about

educating our children. The average salary for a high school teacher in California according to payscale.com ranges from \$41,197 - \$67,478, which is about on par with New York. In a July 2009 article entitled "School Funding: How California Stacks Up," Katy Murphy, a blogger for the *Contra Costa Times* reported that the U.S. Census, "ranks California 23rd out of 51 in per-student spending, though still about \$500 below the national average," adding that California schools "spent an average of \$9,152 per student in 2007." Let's see, nine thousand bucks and change a year times how many kids? You get the idea. And we haven't even brought higher education into the picture.

Then we have to consider police, fire, and medical professionals who work for the state. You don't have to be an accountant to know that it's a hell of a lot of money—More money that I can fathom— and we're just scratching the surface. We haven't considered the justice system: lawyers, judges, prison guards, court clerks.

The truth of the matter is that everybody wants these conveniences and necessities, but nobody's willing to pay for them. Well, there's an old song that says, "You get no bread with one meatball." In other words, you get what you pay for. And right now, nobody's paying for it, but everybody wants it. So we complain that California's educational system stinks, and we're disgusted by how uninformed and illiterate our incoming students are. Everybody bitches and moans, but nobody ponies up.

The money has to come from somewhere. Where will it come from? In the past, proposals have been floated in the State Legislature which combined spending cuts and taxes. This, of course, sounds reasonable. If we want services, we must raise revenues to pay for them, but we also want some reasonable assurance that fraud and extravagance are kept in check.

But some lawmakers don't want any taxes at all. They have a dreadful fear that if we tax the people who can afford it the most—the rich

—we'll lose jobs because the generous rich will leave for greener pastures.

Nonsense. The truth of the matter is that the rich companies, the ones that caused the economic collapse in the first place, the same ones that got bailed out the federal government—companies like Bank of America—are the ones that *should* be footing the bill. The other day, on the California Channel, former California Treasurer Phil Angelides, summarizing his findings with the California Budget Project, said that California's economy fell apart because of bad loans, and inadequate regulation in the housing loan market. Contrary to what the Governor of Wisconsin is telling voters, public employee pensions, including our own STRS, are underfunded these days, not because of extravagant retirement packages, but because of bad investments and economic collapse caused by—banks.

So, where should the money come from? The people who've been robbing us for the past 20 years. Where *will* it come from? Probably you and me.

## Faculty Profile: Debra Spencer CCFT Historian

In this month's interview, the *Faculty Voice* is tipping its hat to incoming historian and veteran faculty member Debra Spencer.

### How long have you been at Cabrillo?

Since January 1980. That's 31 years, by my calculator.

### How did you get where you are today? Discuss your career as an adjunct and your movement into full time ranks.

I started in the Learning Skills Program as a tutor, then became an LIA. Then I went to the English Dept. to teach Developmental English. In order to keep teaching that class, I had to go to SJSU for a master's degree in English. While I was doing that (and having children) I also went through the UCSC Extension LD credential program. (It's frightening to think how much energy I had in those days.) I got an LD Specialist credential just before they went extinct. I got my master's in English in 1988. Throughout my years as an adjunct, I worked in both the LSP and the English Dept., sometimes more units in one than in the other but usually in both. It was a broadening experience. When Richard Griffiths died (RIP) in 2006, I applied for the contract LD Specialist position and (to my surprise) I was hired. I stopped teaching English and became a full-time LD Specialist (but kept my FSA in English, just in case). I still attend the Part-Timers' Breakfast every flex week, because I still care very much about adjunct issues. It's an iniquitous system, and I don't want to forget that.

### How about a favorite old time memory with a bunch of people no one knows but should remember?

In the early days of the LSP, Dick Griffiths, Pattie Tomnitz, and I were chosen to become LIAs and be trained to test students for LD. At the time, I saw it as a way to keep earning money so I could stay in Santa Cruz. I never thought it would become part of my life's work. In those days, Dick and Pattie and I used to dream up events for the students. I used to read to them during lunch. We took them to see *A Christmas Carol* in SF. We had a student-staff softball game. These events generated solidarity in the LSP, and besides they were fun.

### What events in Cabrillo's history do you see as important?

The slow accumulation of more and more adjuncts. When I started in the English Dept., there were only 5 adjuncts—the contract faculty way outnumbered us. Imagine. The hiring of more and more adjuncts happened so gradually that we didn't really see what was going on until it was too late. That's one thing that made the formation of the union so extremely important. Adjuncts, especially, would be much worse off now if we didn't have the union. And I'm not just saying that because this is a union publication—it's the truth.

### Any comparisons between the past and now? (Remembering that famous quote "those who forget the past are doomed to repeat it?")

I think that right now we are being overwhelmed by our increasing population and we don't really realize it. This is true in all aspects of life, not just here at Cabrillo. I can't make a camping reservation at Yosemite. Driving the freeway is much more difficult. Parking is wretched, in spite of the efforts the college has made—there are just too many cars. We used to be able to go up on the roof of what is now the LRC and sit among planters with flowers and eat lunch. If we did that now, there'd be so many of us, students and staff, up there, the building would collapse. Population increase is happening so slowly we won't realize the full import of it until it's too late. I hope it's not too late yet.

### What are some of your hobbies and interests, you know, the music, the poetry, The Celebration Of The Muse....et al.

One reason I liked being an adjunct is I got to do other things besides work. I write poetry. I sing. I got to raise my kids. I'm really grateful to have had a life in all those areas in addition to being able to work. I think I would be a lesser person if I'd had a full-time job for the last 30 years. It's too difficult. All you contract faculty—I'm amazed at what many of you have been able to do while working full time. I'm finding it hard to keep up outside interests while working so much.



### What do you see as the historian's role in the union and what would you like to accomplish?

This is a fuzzy area. I know I'm supposed to be ready to research any questions I'm asked. I know there are archives—mostly in Maya's office but in other offices too. I'm not sure if I'm supposed to be keeping records or writing up vignettes of occurrences. I plan to contact some past historians to find out. Later this week, I plan to visit the main archives in Maya's office. That should be interesting.

### Why do you participate in CCFT?

I'm grateful to the union for what it's done for adjuncts. Our pay scale would have been separated from that of contract faculty long ago if the union—and the contract faculty—hadn't stopped that. We'd never have been paid for office hours if the union hadn't stepped in. I participate because I believe in solidarity. The union is all of us, and I have to take my turn.

**CABRILLO COLLEGE FEDERATION OF TEACHERS**



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<http://ccftcabrillo.org>

**CCFT Calendar  
Save the Dates!**

**CCFT Council**

April 18

May 16

Council meetings are held  
from 2:30-4:30pm in room 1804  
of the Sesnon House

**Part-Time Committee**

April 27

May 18

Meetings are held on Wednesdays from  
11AM-12noon  
at the Farm, 6790 Soquel Dr., Aptos

**CCFT/CCEU Solidarity Bash**

Friday, April 16 from 4-7 pm  
2857 Estates Dr., Aptos

**REEL WORK 2011**

May Day Labor Film Festival

*Tenth Season*

April 21- May 10, 2011

The ReelWork film festival is  
upon us, and CCFT COPE will  
again co-sponsor the event.  
The schedule is online at:  
<http://www.reelwork.org/>

Check the Nickelodeon Thea-  
tre for show times 210 Lincoln  
Street, Santa Cruz Presenta-  
tion by Reel Work partner  
Nickelodeon Theatres.



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Limited Medical

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For more details and benefits go to:

**[aft.org/members](http://aft.org/members)**



*A Union of Professionals*

**AFT +**

Member Benefits

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**The Solidarity Burrito Bash is Coming!**

Once again, it's party time! The  
3rd Annual Solidarity Burrito Bash  
will bring together Cabrillo's two  
unions, CCFT and CCEU, with food  
and fun for faculty and staff.

Where: Michael Mangin and Eve Hinkley's place  
2857 Estates Drive, Aptos (behind the farm)

When: May 6, 4-7 P.M.

Who: You!

Bring: Yourself and a bite of  
food, a dessert, or a  
drink, if you like.

