

FACULTY VOICE

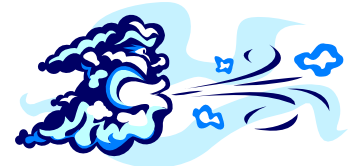
CCFT NEWS

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

DECEMBER, 2011



CCFT President
Paul Harvell



President's Report: Presto Strango

I was at a state meeting the other day and someone announced the time and date of a meeting next semester. He added, "I wanted you to get that on your radar." I've got so many blips on my radar that they're joining together to form blobs. On a radar screen, a blob can represent landforms, and a ship steaming directly at a landform is rarely a good thing.

Starting locally, budget cuts to Cabrillo's next year's budget are still unknown. TU adjustments

have their own complexity: changing cap from workload reductions, changes in fees, fluctuations in students, and possible changes in accounting methodology. One-time and carry-over funds are being examined which can fund a push-back of major changes for another year. A glimpse into next year's funding happened recently in Sacramento when the governor responded to criticism of one issue by saying, "if you don't like this, wait until you see next year's

budget". His budget will be announced in mid-January. I suspect the fog will start to lift about the time faculty return at the end of January, but don't expect clarity for a full year.

I've been worried about how the college's budget will unfold. It's been suggested (by friends) that I need to let go and wait for things to happen. I'm calling this the Dr. Strange-budget approach, how I learned to stop worrying

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Editorial

Student Success Task Force: Kick The Tires on This Camaro

Jefferson Hancock, Editor



A few months back, I went out looking for a good used car. My wife found a reasonably priced Camaro, so we checked it out and it looked good. It was shiny and black and beautiful and, well, bitchin'. I was ready to buy it. Then I got in and tried to roll down the window. Oops. It got stuck. "Hmmm" the owner mused, "That hasn't happened before." Then we dis-

cussed the title on the car. "Well, my uncle died a few months back," the owner said, "and the title was in Nevada. If you buy the car, I'll go with you to the DMV and we can straighten out the paperwork." Needless to say, I didn't buy the car.

Here at Cabrillo, we've been asked to review and discuss a draft of recommendations from the California Community College Student

Success Task Force, and on its surface, like the Camaro I nearly bought, the draft looks like a good deal. Its central premise is that students are wasting time taking classes that don't pertain to career or transfer and that they aren't graduating in high enough numbers. This wastes valuable tax dollars, which we obviously can't afford in California these days. So, the Task

Force recommends that students be given a clear path to success. Presumably they'll do this by establishing a discernible goal early on with the help of counselors and support services and by taking only those classes that pertain to said goal. In addition, students will have fewer opportunities to repeat classes. Those who don't meet their academic benchmarks will not receive registration

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99 Percenters Rally to Refund California

Sadie Reynolds, COPE Organizer / Photos by John Govsky



On November 9th Refund California sponsored a statewide day of action involving protests at university campuses and cities across the state. Inspired by the Occupy Wall Street protests and composed of 17 labor and community groups, the Refund California coalition has organized workers, students, and community members to engage in protest actions with a key focus exposing the causes of the current economic crisis and restoring needed state revenue.

Santa Cruz partook in the statewide day of action starting with a well-attended rally at noon in the UCSC quad followed by a march from the base of the UCSC campus to the post office downtown. The hour-long rally at

the post office was attended by over 500 protesters according to local news station KSBW, and the diverse crowd consisted of students, union members and other community members. CCFT also had a strong presence—with fifteen of our faculty members adding their bodies to the crowd, their voices to the chants, and their signs to the mélange of anti-corporate protest signage hanging in air above our heads. Speakers from the Monterey Bay Labor Council, student leadership, the Brown Berets, and other groups took the mic to advocate for economic justice for workers and students. A highpoint was when the Raging Grannies, a project of the Women's Peace and Freedom League, took the mic and sang an



original song about corporations-gone-wild—in harmony. Santa Cruz city police closed traffic a block in every direction and the protesters and police remained nonviolent.

Protesters marched to Wells Fargo at closing time and surrounded it—stringing yellow crime scene investigation tape from pillar to pillar around the building. Security guards took the entrances, while protesters chanted “Banks got bailed out, we got sold out” as dusk turned to dark.

I was inspired by the solidarity between students and workers marked by this event, and the potential it indicates in terms of power and strength in numbers in opposing corporate greed and wrongdoings in the banking industry. Despite frequently cited disorganization of this movement, and admittedly problematic behavior of individuals and

factions associating themselves with it, the movement has succeeded in galvanizing the outrage and action of people all over the globe who have courageously put their bodies on the line for what they believe in. It has succeeded in democratizing popular discourses about the economic meltdown—amplifying the voices of the disenfranchised and those who do not benefit from increasing inequality and corporate wealth. The world has not seen protests of this magnitude for decades. The timing is good. As the 2012 elections approach, we can be assured that progressive candidates and initiatives will benefit from this tidal wave of energy and passion. CCFT members can only benefit.



The Adjunct Corner: Adjunct Voices Matter!

by Eric Hoffman, ECE Adjunct Instructor

Adjunct instructors are an essential part of the community college structure. At Cabrillo, close to two thirds of the instructors are adjuncts, and they teach about half the units. Adjuncts help keep our classes in sync with what is happening in the real world and provide programs with the flexibility to meet student

needs. Yet, outside of the union, the adjunct voice is rarely heard when college decisions are made. Why?

Many of the important employment rights of contract/regular (“full time”) faculty are guaranteed and spelled out in detail in the California Ed. Code, with tenure and due process rights

among the most important. Adjuncts, on the other hand, are “at will” employees, with few re-hire rights other than the ones each local union can negotiate (which is why CCFT has to expend a lot of energy defining and defending those rights). When a program is cut, all adjuncts in that program must be let go before any contract/

regular faculty contracts can be reduced or eliminated. Contract/regular faculty are also paid to participate in College governance; adjuncts who choose to serve on committees, come to department and division meetings, help with program planning and curriculum revisions, or run

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Unemployment Info for Part-Time Faculty

Maya Bendotoff, CCFT Executive Director

Adjunct faculty members may be eligible for unemployment benefits over winter break even if they have an assignment for the spring. In order to qualify, one must be able to work and searching for a job.

Why do adjuncts qualify for unemployment benefits?

Unlike many teachers, who know they will have a job to come back to in the spring, adjunct faculty are "temporary" employees, and have no "reasonable assurance" of re-employment the following term. Their assignments are made on a tentative basis and may be cancelled for a number of reasons: enrollment, program changes, assignment of a full-time faculty member, and district prerogatives. A landmark 1989 decision (Cervisi v Unemployment Ins. Appeals Bd) established that "an assignment that is contingent on enrollment, funding, or program changes is not a 'reasonable assurance' of employment."

Partial Benefits

If you are only partially employed for the winter, you may qualify for reduced benefits. Eligibility and benefits amounts are based on income. Please refer to the EDD website for more details. If you are in doubt about whether or not you qualify, just go ahead and apply. Be sure to report all income.

Applying for Benefits

Applications can be filed online at www.edd.ca.gov/fileclaim.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

Unemployment Filing Session

CCFT PT reps will host an
unemployment filing workshop on
Monday, December 19
from 10-12 in room 1303
To join, RSVP to Maya Bendotoff at
ccft@ccftcabrillo.org

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.

In filing your claim, please note that your union number is AFT local 4400. Also note that the union does not operate a hiring hall or help its members find work (answer "no" to 22 d-g).

More Information

For filling information and details about eligibility see the EDD website at www.edd.ca.gov/fileclaim.htm.

For general information and links to useful handbooks see the CCFT website at <http://ccftcabrillo.org/parttimers/unemployment.php>.

If you have additional questions or comments, please call CCFT representative Maya Bendotoff

Union-Sponsored Scholarships 2012 FOR DEPENDENTS and MEMBERS

The CFT offers scholarships to high school seniors and college students who are children or dependents of CFT members in good standing. Students enrolled in four-year courses of study are eligible for \$3000 scholarships; those enrolled in two-year courses of study are eligible for \$1000.

Raoul Teilhet 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.

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.

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 an accredited institution of higher education. Scholarships are also available to graduate students. Application deadline: January 31.

New options! National Labor College Scholarship Program

The AFL-CIO awards scholarships to eligible members or union staffers wanting to complete a degree in Labor Studies through the National Labor College. Scholarships are now available for three new online degree programs, too.

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



Student Success

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preference granted to continuing students. In short, they'll be left to choose from the classes that remain after continuing students have enrolled.

This sounds reasonable, but if we kick the tires on this Camaro a little bit, we'll find some problems.

First, the Task Force's draft recommends increased counseling for students and more completion of Student Education Plans. The logic here is that the student who is better informed with a clearer plan will make better college choices. But will we see an increase in counseling faculty to meet this need? Of course not. Counselors will see more students with fewer staff and they'll have more Student Education Plans to prepare. Will the students be better informed about their choices? Not if the counseling staff can't meet the need. But wait. Presumably, the computer savvy students will be able to ease the work put on counselors by working out educational goals online, by participating in a con-

sistent, statewide assessment test, and by using pre-determined "paths," so they won't need counselors at all. Isn't that comforting?

A second important part of the plan includes basic skills and support services. For the plan to work, underprepared students need to get up to college level, and they'll do so with basic skills classes and support services: tutors, labs, disability accommodation and so forth. How's that going to work when support labs across campus have continually lost staff and faculty to layoff for the past few years? And yet, The Student Success Initiative insists that support services are vital to student success. So students are expected to succeed with increased support services which are being cut? Doesn't make much sense.

But the biggest problem with the Task Force's recommendations is that they neglect the individual and make little allowance for the person who can't decide upon a major or doesn't know what she wants to do with her life just yet or is going to college for personal enrich-

ment. There's no room for that anymore. Choose or lose. With this ideology, The Student Success Task Force shuts out certain populations within our community. Anyone who's not already familiar with academia gets left behind. Why? Because he or she failed algebra or got a D in English. Because he or she can't get adequate tutoring. Because he or she can't enroll a yoga or music or ceramics class. Because he or she can't go online to find a "path." The message here is that if you don't own a computer, if you flunk a class, if you're not updating career skills, if you're not going to university, you're out. That's a shame.

The reality and the danger of the Student Success Initiative took hold for me just the other night, at the close of my English 1A class. A young man whose second language is English is getting a D in my class. He attends class religiously, avails himself of tutoring services, takes notes, participates, and completes assignments on time.

But his writing still has serious grammar problems. He passed his prerequisite English course several years ago, but has been devoting only to classes in his major, so his writing skills have lapsed. Clearly he needs more intensive tutoring and grammar study and he needs to repeat English 1A. Will he be able to, or will he be left out?

In the end, I did enjoy reading the Task Force's draft. It was well written, and good writing can often hide shortcomings or missing information. If the writing sounds slick we're often sold by what's in the package, even if the final product isn't all that it's supposed to be. Ultimately, this report claims it wants to work for student success, but let's be honest. It's largely about saving money. It's one way to address the state's monstrous budget deficit in a pretty package that says "Student Success." But don't let the paint job on this Camaro fool you. What's under the hood may not work.

President's Report

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and love the deficit.

Statewide, more information is being released about tax increase initiatives. Right now, there are five competing. Which ones will make the ballot next November is

unknown. It costs two or three million dollars to get them on the ballot. So, organizations will be spending possibly as much as \$15 million to get them all on the ballot. Everyone realizes the possibility that with five initiatives, there's a chance voters will say no to all,

but everyone wants their initiative, not someone else's.

Pension reform is still moving forward. The governor announced his 12 step program. It was quickly acknowledged that those 12 steps were no enough to solve the funding problem. The

governor added that this was the first step in dealing with pensions. I plan to do some more writing on the pension issue.

Finally, there may be some anti-union initiatives on the ballot.

I hope everyone has a nice semester break. We'll be back at it again



Faculty Voice Profile: Vicki Fabbri

This month's *Faculty Voice* profile features ACE and Communications Instructor Vicki Fabbri, who will soon be stepping down from her post as CCFT Vice President. Thanks for your service, Vicki!

Why did you get involved with the union?

I was a proud AFT local member when I first began teaching high school in 1976 – the Guam Federation of Teachers, so of course I was interested when I came to Cabrillo in spring 2000. My motivation for more direct involvement came because I saw CCFT as the best group on campus for part-time faculty. From there I became a HASS rep, negotiator, membership chair and have had two VP stints (part-time and contract).

What's your best achievement as VP?

Hard to gauge, unless you count developing wonderful relationships and engaging in challenging, interesting, good-natured conversations

with CCFT folks...Although we still have a long way to go, I'm pleased that I could be a part of getting some modest contract and policy improvements for adjuncts—e.g. some movement on the pay scale, improvements in health benefits, the John Hurd award for teaching excellence, adjunct emeritus status for retiring faculty...

What would you like to see CCFT focus on in future

To hang in there with solidarity during these tough economic times so we are ready to roar when the time is right to push for the compensation and resources we deserve.

What do you like best about teaching?

I love the imaginative aspects—the creativity of

designing and refreshing curriculum; the way that I can lose myself and my preoccupations when I'm in class; the inspiration I gain when I watch a student "get" something that makes sense for their life. How lucky is that!

What do you like best about Cabrillo?

That's easy...the people, the people, the people. Oh yeah—graduation and the after-party, and the view from Horticulture.

Describe a favorite teaching moment.

How about the time when my "listening" students weren't listening to the mini-lecture on perception-checking and I flopped on the floor and waited until someone used a perception check ("Vicki, I see you lying on the floor. Are you sick, or just nuts?")

How long have you been at Cabrillo and where did you come here from?

I was a student here in 1972...then went to the

Pacific for 15 years. Taught in Guam, the University of Hawaii, then migrated back to San Jose State and Hospice work until 2000 when I landed here. Strange, eh?

Can you provide some background info about your work in the ACE program?

I love working with students who have struggled and are ready for a second, third or fourth chance. The sense of connection with them (and the faculty cohort) can be profound. It is also the most challenging teaching situation I've ever been in so I get to keep making mistakes and hopefully learn something useful. This year I'm doing more behind the scenes work to get the program weaned from grants and "institutionalized" (funny word) as part of a larger Learning Community Center. Exciting and overwhelming!

Adjunct Voices

Continued from page 2

for Union Council or Faculty Senate do so on their own dime.

The result has been that adjuncts are often not present when decisions are made. For many people at the College, adjuncts are anonymous and expendable. Program cuts are considered a success if there are no contract/regular faculty layoffs—the loss of adjuncts is viewed as a regrettable necessity. Now that the College has gone through several rounds of reductions, most adjuncts have become painfully aware of their tenuous legal position.

The current system was based on a vision of adjuncts as people with full time community jobs who wanted to teach a class or two on the side. Losing their classes would not put them in financial jeopardy, so they didn't need job security or a voice in College affairs. While some adjuncts at Cabrillo do fit that description, many are teachers who rely on teaching for their base income, often patching together part-time assignments at multiple colleges. With state-wide budget cuts, these instruc-

tors are now facing income loss at every turn.

Adjuncts know it is important to maintain solidarity with the minority of faculty who get full health and retirement benefits, and to defend against attacks on tenure and pension rights. They understand that the College puts a high priority on protecting its investment in full timers (even though there are times when that contradicts other College goals). They are willing to help create SLO's and rewrite curriculum for the classes they have taught

for years—who else knows what works best?

What adjuncts want is to be recognized as an important part of the College, and for everyone to realize that, if their ranks are whittled away, a vital aspect of the College culture disappears with them. What they deserve is space at the table when decisions are made that affect their lives, and the respect of faculty who depend on them to keep programs functioning.



Phone: 831-464-2238
Fax: 831-464-2283
E-mail: ccft@ccftcabrillo.org
<http://ccftcabrillo.org>

Monterey Bay Coalition for Higher Education (MBCHE)

Maya Bendotoff, CCFT Executive Director

Higher education in our region faces unprecedented challenges. Last spring, Monterey Peninsula College dealt with possible last-minute program reductions in a decision that was made without faculty input. At CSUMB, the administration recently reneged on a negotiated contract agreement regarding salaries while administrators received their increases. At UCSC, the college community has stood together in holding the UC Regents accountable for their use of police brutality against students nonviolently protesting tuition increases and cuts to programs. And here at Cabrillo, we have lost dozens of adjunct faculty over the past few years, as our operating budget has shrunk by millions of dollars. This is just a smattering of the variety of issues we've been facing.

ALL of our institutions of higher education have seen significant reductions of programs

and student support services while fee increases have skyrocketed.

In response to these disturbing trends, faculty and union reps at all of the public institutions of higher education in the Monterey Bay Area—University of California at Santa Cruz (UCSC), California State University at Monterey Bay (CSUMB), Gavilan College, Hartnell College, and Monterey Peninsula College—have come together as the Monterey Bay Coalition of Higher Education (MBCHE).

The mission of the MBCHE is to:

Advance student success and achievement in California higher education;

Uphold Californians' access to affordable, quality higher education; and

Promote continued public funding of California public higher education.

While the mission

focuses on the common and easily identifiable interests, with a goal to proactively engage our communities around increased funding for higher education and access to education, we also aim to inform and educate one another as to the particular issues at each institution. So far, we've met twice. In these meetings we learned basic info each other, shared information and energy for actions, and developed the mission and statements in support (see text box). Our spring meetings will likely center around supporting a progressive tax initiative to help fund higher education.

If you would like to participate, email ccft@ccftcabrillo.org. Our next meeting is scheduled for January 26 from 6-8pm in Watsonville.

CFT Convention in San Jose

The Spring 2012 CFT Convention will take place from April 13-15 at the Fairmont Hotel in San Jose. This year's event has a local connection, so it's a golden opportunity to represent local 4400 with a large contingent. Nominees must be approved by the CCFT Council in early Spring, so get your name in soon. Those interested in attending should contact Maya Bendotoff at ccft@ccftcabrillo.org

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