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# “YES” ON MEASURE Q

by Conrad Scott-Curtis, CCFT President

It's well known that Cabrillo is going out for a bond totaling approximately \$310 million, which will be on the June 7th ballot as Measure Q. CCFT supports the measure and encourages all faculty to do so. Passage of Measure Q would mean availability of funds to ensure that Cabrillo will be able to meet the needs of future generations of students.

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*Cabrillo's facilities are part of our curriculum for a sustainable future*

*Karen Groppi*

# NEGOTIATIONS UPDATE

by Maya Bendotoff, Executive Director

## Compensation for 2016-17 Salary

Over the past decade, full-time salaries have fallen significantly in comparison with salaries in other Districts across the state. Much of the relative drop actually happened prior to the recession, when we were setting aside \$2 million in FTES reserves to plan for the recession. We've never made it back up and are now very low in the state, particularly when we look at column 6 of the salary schedule where most faculty members are placed. *continued on page 5*



*Cabrillo faculty at the Sesnon House urging the Governing Board to prioritize faculty salaries*



# “Yes” on Measure Q

*Continued*

Let's start by looking at what the bond will fund: The majority of the bond funds, \$158.6 million, will be used for physical infrastructure and surrounding site work. This includes:

- \$77 million for heating, ventilation, and air- conditioning (HVAC) repair and upgrades;
- \$18 million dollars for energy conservation projects, including solar installation and water conservation measures; and
- \$25 million for smart classrooms in Aptos and Watsonville.

A more complete breakdown of funds for this category along with funding for informational technology, and renovation of classrooms that are between 30 and 50 years old, and buildings, including complete renovation of Building 200 can be found here, on a document titled “20 Year Bond Project Cost Estimates”

<http://tinyurl.com/j496ogf>

The bond will fund \$100 million in IT upgrades for the college, sorely needed to ensure a next-generational system capable of serving the needs of both our students and the college’s functioning in the next 20 years, including the following:

- \$25 million for networking;
- \$30 million for data storage (server blades and chassis), fiber copper infrastructure at Aptos and Watsonville, and upgrading the wireless network
- \$20 million or renovation and expansion of the library and of the tutorial hubs at Aptos and Watsonville;
- \$4 million for renovation and creation of a new, large lecture hall in Building 1500; and
- \$2.1 million to add 2 science wet labs.

**Our students deserve safe and modern classrooms to ensure their success.**

*Brian Legakis*

Cabrillo’s infrastructure, IT network, and older classrooms are in sore need of repair, and Measure Q will help fill these urgent needs. I say “help fill” because the college has actually identified over \$450

**Top quality education doesn't come cheap .  
Make the investment.**

*Dan Rothwell*

million in facilities needs, and the projects to be funded under the \$310 million bond represent prioritization of the college’s needs.

We know these needs are real. Since 2013, the college has carried out a Total Cost of Ownership Study, and faculty and administrators on the facilities committee are well aware of this process. In fact, faculty members on the facilities committee support the bond. CCFT’s own review of the extensive documents supports this conclusion. For those who would like to dig deeper, a more extensive packet of 5 documents, with a front page called “Roadmap to Bond Documents,” is available here:

<http://tinyurl.com/hmh2ae>

For those interested in the details, or those of the insomniac or obsessive persuasions, please seek out the 65-page spreadsheet document, in small font, titled “Facilities Needs by Type – Estimates.”

### The Controversy Surrounding Measure Q

There has been a lot of misinformation around campus and in the community about what the bond is intended to fund and how the dollar amount of the bond was decided on. A group called “Responsible Educators against Measure Q,” (REAMQ) headed by Ray Kaupp of the Business Department, has been campaigning against the bond in print and at local political meetings.

Their principle argument is based on an interpretation of the Cabrillo’s Facilities Master Plan, published June 2015, which identified about \$50 million in ongoing maintenance needs over a 10-year period and \$25 million or so in facilities needs; these needs are significantly under the \$310 million currently being asked of voters. It seems to be the understanding of Kaupp and REAMQ, that this master plan identified all known priorities for Cabrillo facilities, and is the principle document relied on by the college for estimating such needs.

However, Facilities Master Plans across the state include a wide variety of elements: some include ongoing maintenance needs primarily (the case with Cabrillo), and others include a more complete picture of needs

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for infrastructure upgrade and repair, as well as planned new-construction projects. There are no set guidelines concerning which among these items should go into an FMP.

During 2013, Cabrillo’s consultant on the facilities master plan strongly recommended that the college undertake a Total Cost of Ownership Study. This study is the origin of the planning for the bond. The idea that Cabrillo knew about only \$75 million in needs as reflected in the Facilities Master Plan of June 2015 and only trumped up huge projects after polling during the summer of 2015 is simply erroneous.

**Investing in faculty is necessary to provide the outstanding education Cabrillo College provides to our community. The same is true for investing in technology and campus facilities maintenance.**

*Sadie Reynolds*

While I do think that Kaupp’s argument demands strong rebuttal because of its implications for the future of the college, I do not blame Kaupp or others for not understanding the genesis and rationale for Measure Q. In fact, the college did an abysmal job of rolling out the bond, internally. And given levels of distrust between faculty and administration over the recent period, skepticism has been warranted and cynicism is understandable. However, Cabrillo College is larger than any particular administration and, frankly, any particular cohort of faculty. Investigation of the merits of Measure Q reveals that it reflects *real and pressing needs for the college*.

\$310 million is certainly a lot of money. Consider this, however: Cabrillo’s last two bonds asked for \$85 million in 1998 and \$114 million 2004. That period of 6 years between bonds fits the approximate average with which a California Community College goes out for a bond. Now, it’s been 12 years since our last bond. So let’s convert these previous bonds to 2016 dollars and add them together. Result: about \$290 million. (Source for conversion: the calculators at (<www.in2013dollars.com>.) That amount is remarkable close to the \$310 million level of Measure Q.

Measure Q is based in real, analyzed need and that it is in line with previous bond levels.

Another of Kaupp’s arguments to voters is that the Cabrillo faculty does not support Measure Q. His main support here is a Faculty Senate vote in early April over whether to recommend that the Board of Governors place the bond on the June 7 ballot. That vote was 6 in favor, 2 against, with 9 abstentions. Kaupp’s argument (including one that will appear on the ballot) is that two-thirds of the faculty do not support Measure Q.

The 9 abstentions at that Senate vote reflected not a considered position opposing the bond, but, in large part, expressed a need for more information, a desire to send a message to the college that faculty had been insufficiently consulted and informed, and general level of discontent among faculty about our recent role in a variety of college conversations. Since the senate vote, recent individual polling of faculty senators undertaken by Michael Mangin has shown at least 19 of 22 senators eligible to vote have signed in favor of Measure Q.

For our part, CCFT Council voted March 21 by a wide margin to support the bond, while at the same time expressing “significant concerns about the deeply-flawed process [of the bond rollout] and urging the college to invoke meaningful participatory governance in the future.”

The choice we face is whether to oppose the bond as an expression of general dissatisfaction with faculty-administration relationships at the college—or to support the bond as foundational to the future of Cabrillo’s ability to continue to fulfill its mission as an excellent educational institution for this county and surrounding areas. After much investigation and discussion, CCFT has decided to support Measure Q and urges you to do the same on June 7 ballot.

**PHOTO OP TO SUPPORT  
MEASURE Q**

**Come to Parking Lot D, Thursday,  
May 12 at 12:30 for a group photo to  
show your support for Measure Q.  
Pkg. Lot D is near Bldg. 350, behind Bldg. 400**

*Spread the word! The more, the merrier!*

## News Roundup:

### ACCJC Update, CCSF Strike, and Lower Court Ruling Upheld Against Friedrichs

*David Lau, Communications Director*



ACCJC, the troubled accreditor of Cabrillo College and the entire California Community College system, faced a difficult few weeks in March. A majority of California Community College Presidents voted against the accreditor. The upshot of the vote was the development of two planning groups, through the auspices of the CCC Board of Governors, to study reforming ACCJC. During the same weeks, the Federal Department of Education gave ACCJC until October 10th to report back about possible progress toward the many mandated changes imposed by the Feds after the violation of numerous regulations and laws. The ACCJC continues to take that position that it has done nothing wrong. The notoriously arrogant Barbara Beno may argue to the Feds that the formation of these study groups is enough to allow ACCJC to muddle through. Meanwhile the hunt is on for another accreditor for California's Community Colleges.

#### CCSF on Strike

City College of San Francisco remains the crossroads of the struggle with ACCJC. As decisions against the accreditor mount, AFT local 2121 executed the first strike in its history and one of the few strikes in the entire history of the California Community College system. The ACCJC's actions against the college have meant years of reductions, pay cuts and layoffs. The cost of living in San Francisco, meanwhile, has truly skyrocketed. Years of cuts to courses mean 20,000 fewer students currently attend CCSF's eleven campuses. While faculty have been working to rebuild the college, the college proposes shrinking 26% in the next 6 years. The strike was called over unfair labor practices. The district's bargaining has been influenced by the accrediting commission, which is a clear violation of the law. On the day of the April 27 strike, CFT Spokesman Fred Glass said picket lines were spirited.

#### Lower Court Ruling against Friedrichs Upheld

The death of Antonin Scalia has left the Supreme Court with eight sitting justices. The immediate consequence of this situation has redounded to public sector unions, as the justices split evenly four to four in the Friedrichs v. CTA case we have been covering here in the newsletter. When there is an even split at the Supreme Court level, the lower court ruling remains in force. In the Friedrichs case, a lower court ruled in favor of public sector unions collecting agency fee, upholding the precedent set in the Abood case. For now, it appears public sector unions have dodged a real bullet. So much will depend on who is appointed as the next justice of the Supreme Court.



## A New Evaluation System is in the Works

*by Eric Hoffman, Evaluation Subcommittee Chair*

Will you be evaluated next year, or do you expect to participate in another faculty member's evaluation as an observer? Be aware that changes are coming to our evaluation process. For the last three years, a committee of CCFT members and Deans have been discussing possible improvements to the system.

The California Education Code requires faculty to be evaluated on a regular basis—at least once in the first year and every three years for tenured faculty. *continued next pg.*



It also requires peer participation. The specifics are left up to union negotiations, in consultation with Faculty Senate. The criteria, procedures, and forms we use for evaluation are detailed in Article 17 of our contract.

Why make a change? Evaluation has two main uses, which sometimes conflict. One is to help improve each person's teaching and other work for the college. The other is disciplinary, since poor evaluations can lead to reductions in assignment, loss of reemployment preference for adjuncts, and even an end to employment at the college. The committee felt the current system wasn't adequate for either task.

The Faculty Senate voted to support the new system at its April 19th meeting. The changes will go to the negotiation teams soon, and we hope to have the new system in place for fall. We will be hosting a Flex Week session for anyone involved in fall semester evaluations.

Aside from making the criteria and procedures easier to understand (the current Article 17 is difficult to read), the committee had several goals based on research and the materials we looked at from other colleges:

- to use the self-evaluation as a central part of the process rather than a sidelight
- to help everyone involved pay closer attention to the specific criteria in the contract
- to recognize areas where each faculty member excels and where they want or need to improve
- to promote continuity by asking about work on goals from the previous evaluation
- to identify faculty that require additional mentoring and resources to meet college standards
- to clarify the consequences of unsatisfactory work

As part of the committee's work, we revised several of the important forms we use in the evaluation process, including the self-evaluation, the classroom observation, and the administrator's final evaluation form. We used an earlier draft of these forms in a pilot program in the HASS division last fall, and made a number of changes based on the feedback we received. You can take a look at the current drafts of these forms on the Faculty Senate website at <http://www.cabrillo.edu/associations/facultysenate>.

The Faculty Senate voted to support the new system at its April 19th meeting. The changes will go to the negotiation teams soon, and we hope to have the new system in place for fall. We will be hosting a Flex Week session for anyone involved in fall semester evaluations.

## Negotiations Update

*Continued*



...CCFT has worked hard over the past couple of years to demonstrate to the District that our salaries are low even when the college contributions towards benefits are accounted for. Moreover, our net ending balance remains above average while our faculty salaries are not. And, faculty salaries have shrunk as a percentage of the college budget over the past decade. Collectively, we would like the District to PRIORITIZE faculty salaries.

CCFT kicked off the semester with a petition campaign to get all faculty informed and on board.

About a third of all faculty signed the petition. At the March Governing Board meeting six faculty members presented various perspectives on why increases are needed: Dustin McKenzie, Michael Mangin, Barbara Schultz Perez, Karl Ewald, Arturo Cantu, and Brian Legakis (see the piece from Brian Legakis in this issue LINK).

At the most recent Board meeting, we wanted to send a strong message to the Board regarding taking faculty seriously. So we organized a group of 29 faculty members to greet Board members as they entered closed session to hear our proposal. Note that we did not want a bigger action at that meeting, as they had not even heard the proposal. We're confident that many more faculty would have/will attend if and when needed. The next Governing Board meeting that we would possibly have a showing of faculty at is September 12, both at 6pm in the Sesnon House.

After the April 11 Board meeting we heard back from the District negotiating team that the Board requested more time, so they can see if the bond passes and obtain more info about the state budget. While the CCFT team really wanted to finish this semester, we have agreed to extend the current Contract until the end of September

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or middle of October of 2016. We will keep faculty apprised of new developments.

**Benefits**

Benefits increases have come in relatively low for next year. The Benefits Committee is currently reviewing our current plans and other options. We should have a final determination of plans in May. Final details of the District contribution towards the benefits package plans will be part of our compensation discussion with the District. Current Benefits Committee Reps for CCFT are Conrad Scott-Curtis, Jennifer Lee, and Katie Dowling.

**Enhanced Non-Credit**

Faculty members in various disciplines have been meeting as part of the AB 86 consortium and developing enhanced non-credit courses. For fall 2016, classes have been approved in CABT, ESL, Library, and Math.

Given that these courses are generally all in-class hours with no grading or homework, the District felt that payment for such courses should be compensated at an hourly rate. The District wanted to start the pilot program at one hourly rate. CCFT believed that we could start using an hourly rate, but that the salary schedule should parallel what we have now.

As a compromise we agreed to a condensed schedule for the next two years. The program will then be reevaluated and compensation adjusted accordingly. For more details about our agreement on noncredit see Side Letter of Agreement 2015-16.4.

**Background**

In 2013 the state legislature passed a bill (AB 86) to rebuild and improve adult education in the state in the wake of such programs being decimated by the recession. While non-credit courses have traditionally been taught through the K-12 system in our county, the bill encouraged regional consortium to develop countywide plans for rebuilding adult education. In parallel with these efforts, the community college budget realized an

improvement in funding for certain categories of non-credit adult education courses which is called enhanced noncredit.

Traditional noncredit included nine categories: elementary and secondary basic skills, English as a second language, immigrant education, adults with disabilities, short-term career technical education, parenting, older adult programs, health and safety, and home economics. Enhanced non-credit courses include only the first five of these categories.

**Evaluation**

Various subcommittees have been working over the past couple of years to revise and improve our Evaluation process (Article 17). The current subcommittee will soon be prepared to bring proposed changes to the negotiations teams for review and approval (after consultation with Faculty Senate and review by the CCFT Council).

Participants on various versions of the committee include Eric Hoffman, Vicki Fabbri, Skye Gentile, Conrad Scott-Curtis, Brian Legakis, Maya Bendotoff, and Debora Bone along with administrators Isabel O'Connor, Wanda Garner, and James Weckler.

**Department Chair (DC, previously PC) Matrix**

A subcommittee of the negotiations team has been working this year to simplify (if possible) and improve the DC matrix. In brief, the subcommittee is looking at parts of the matrix that are straightforward (such as number of PT and FT faculty, etc.) and aspects of the matrix that are complex (accreditation, large budgets, overseeing equipment and facilities, etc.). The current direction of the committee is to keep the simple factors and then have a committee review and set the complex factors of the matrix. CCFT reps on the current subcommittee: Karl Ewald, Dan Rothwell, and Conrad Scott-Curtis; District reps: Wanda Garner, Isabel O'Connor, and Terrence Willet.

**Ancillary Activities: Extension of Pilot Program**

Since spring of 2014 CCFT and the District have had various versions of a pilot program for paid ancillary activities for adjunct faculty. Discussion will soon take place as how to move forward for next year.



**Results of the Adjunct Survey**

*by Sadie Reynolds, Adjunct Chair*

This semester Adjunct Chair Sadie Reynolds undertook a survey of Adjunct Faculty, with invaluable assistance from CCFT Director Maya Bendotoff and CCFT's current Office Assistant Candace Ashley. CCFT conducted the study to gain insight into the current working conditions for adjuncts to inform union

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negotiations, and to provide information on adjuncts to the campus community, including especially members of Cabrillo's administration, and faculty.

Please read the entire report at your leisure if inclined ([ccftcabrillo.org](http://ccftcabrillo.org)). Below are a few important highlights from the study:

### General Information

- Adjuncts comprise of about 2/3 of Cabrillo faculty, and we got a 46% response rate for the survey —actually a high rate for this type of survey and the highest rate Cabrillo has had for an adjunct survey yet.
- 50% of respondents have taught at Cabrillo for more than 10 years; this is long term employment for many our people.
- For 53%, Cabrillo is their primary source of income, and 43% work 50%-time or more; this is not a “side-job” for many adjuncts.
- Large minorities experienced unit cuts in recent years and receive fewer units than they would like each semester.

### Benefits

- Only 16% of respondents reported currently using the district-paid benefit stipend (while approximately double that number are eligible).
- Respondents complain that district plans are too expensive and do not cover dependents (unlike all other employee groups).
- 6% report being covered through the Affordable Care Act, but this, too, has become complex for those who have dependents.

### Ancillary Activities

- 75% of respondents report participating in non-coursework related professional ancillary activities.
- 73% of this work is not compensated.
- About a half of those who participate in this work do so for more than an hour per week.

### Demographics

- Our adjuncts are overwhelmingly white (85%), and majority older (56% are 55 or over) and women (65%).

Please view the full report for more detail and charts presenting this information in a readable format. CCFT thanks you for your support of adjunct faculty.



## Teaching Workload and Load Factors

by Karl Ewald, Negotiations Team

While there is no specific contractual definition of the total time an adjunct unit member spends for 1 teaching unit, the historical breakdown of a teaching unit generally assumes that for 1 teaching unit, an instructor spends 1 hour in class, 1 hour prepping/grading, and roughly 0.4 hours in office hours.

Where TUs are broken down into an hourly rate, such as for Academic Specialists or Instructional Support Faculty (Appendix AA.7), there is a clear connection between a teaching assignment and the expected hourly commitment. Each TU equates to 2.4 hours (144 minutes) of work. By using this AA.7 as a guide post, we can break a teaching unit down consistently and examine the effect of load

factors in changing the balance of time spent in class, prepping/grading, and in office hours.

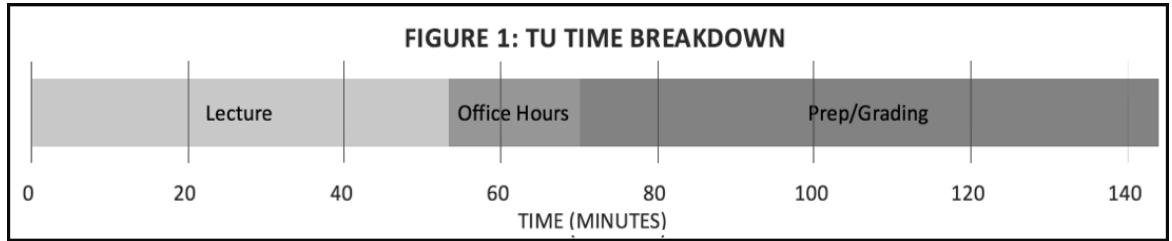
Section 11.1.3.1 defines an office hour as 50 minutes. Section 11.1.3.3.1 indicates regular/contract faculty member must hold 5 hours ( $5 \times 50 = 250$  minutes) of office hours per week. A regular/contract faculty member is expected to teach 15 TUs per semester. By putting these pieces together, each TU equates to 17 minutes of office hours ( $250/15 = 17$  minutes). This also serves as the prorated office hour obligation for adjunct faculty. A typical 3-unit course requires 160 contact minutes per week. This equates to 53 contact minutes per TU ( $160/3 = 53$  minutes). The remaining 74 minutes are for preparation and grading. *continued next pg.*



**In summary:**

Contact Hours: 53 minutes  
 Office Hours: 17 minutes  
 Preparation/Grading: 74 minutes

This is shown graphically in Figure 1:



One tool we have to change the relative balance of contact hours, office hours, and time for preparation/grading is by applying a load factor. The load factor translates the number of class hours to TUs. As an example, let's breakdown my ENGR 45 lab. This lab has 3 hours of student contact and a load factor of 0.8 which translates to 2.4 TUs. We can convert this to 346 minutes using appendix AA.7. We can then divide this total time into our three components and calculate per TU commitments:

Contact Hours: 77 minutes  
 Office Hours: 17 minutes  
 Preparation/Grading: 50 minutes

Section 11.2 covers the various semester load factors and the classes they are applied to. To see the effect of these load factors, see figure 2.

