



# THE GATHERING

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CARALEE ANGELL, EDITOR SCOTT MAZARIEGOS, LAYOUT



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Photo by Rachel Siegel, Michael Morrow, PCC  
SY Career Guidance, and PCCFFAP President

# 12.2011



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# President's Column

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'Tis the season. Giving thanks, celebrating the holidays, time with family. I've been advised to use this year-end opportunity to say warm, comforting things and offer thanks and reassurances. And I'd like to, because heaven knows we can all use a little comfort these days.

But two things this week got me thinking about 'current events,' so I'm hopefully going to offer a couple ideas about what we might be able to do to get our community, and our country, back on track—for those who are concerned that maybe we've gotten off it.

First, the Oregonian continued its public servant-bashing ways with an 'expose' about the "vast sums" countless PERS retirees are stealing from the hard-working public. A handful of retirees, headed by a former UO football coach whose multi-million dollar salary meant huge payments to PERS, earn \$10,000 a month or more. What's also true is that 2/3 of all PERS retirees earn less than \$3,000 a month, including my wife—after 27 years teaching elementary school, and me, after 18 years at PCC. But that wasn't the "Big O" headline; it was that 1% of PERS retirees sucking up THREE PERCENT of all PERS payouts! Of course the Oregonian, per instructions by their owner, the Newhouse Corp, ignores the fact that in the private sector 1% of "workers" suck up 20% of the payrolls. No, it's we public

employees who are destroying the economy, not Fortune 500 CEOs paid more than their companies pay in taxes.

Then on Thursday millions of devoted shoppers spent Thanksgiving Day obsessively buying "stuff." One noted, in an interview "yes, we're missing Thanksgiving with our families, but hey, we're getting some great bargains!"

What's the connection? Corporate America's 40-year program of turning citizens (WE) into consumers (ME) appears to be reaching some sort of crescendo. Our focus, today, is less on family, ergo less on the services (to families) provided by public service workers, and more on maximizing our acquisitions, our 'stuff.' Overlay this with corporations' total focus on profits—over all things human and compassionate—including shipping countless millions of formerly "family wage" manufacturing jobs overseas, and we have an economy with tens of millions of Americans in a very precarious economic situation.

Corporate America wants them to blame public-sector workers for this mess, but the 99% movement is putting the focus where it needs to be. And one thing we can do is "vote with our pocketbooks." Bill McKibben's \$100 Holiday (<http://www.billmckibben.com/hundred-dollar-holiday.html>), is his case for returning to a more joyful holiday

season, vs. "our current obsession with present-buying becomes less important than the dozens of other possible traditions and celebrations." McKibben shows how to return to a simpler and more enjoyable holiday, where family is the focus, rather than "stuff" where giving is appreciated.

We can make this Winter holiday season about family, about hope, about giving rather than taking. But also about returning to a time when "public service" was valued, and honored. When people ran for office to be "public servants," and when teachers and firefighters and police officers and letter carriers weren't vilified, but respected for their service—part of a community's "family." When service, rather than private greed, was the honored goal.

We're in an economic mess, but not because we're broke, and not because of public employees. We know that, and next year millions of Americans are going to hear that message. So get some holiday R&R with people you love, and let's come back in January ready to roll up our sleeves and do what we do—even better.

So from your Federation, have a wonderful, safe holiday season!

**Michael Morrow**

We are one: Together we make a difference



# Wall Street Haikus

Wall Street: four hundred kleptocrats who bankroll our election campaigns.

Millionaires are one percent of public, fifty percent of Congress.

Critics: "You have no plan!" Here's one: let's separate governance from wealth.

And here's another:  
The one percent in orange jump-suits and leg irons.

Jan Underwood  
PCC CA Spanish

12.2011

Update on student evaluation tool:

## CollegeNet

Last week a group of five Federation representatives (two FT, two PT, one AP) met with the representative from CollegeNet, the designer of the What Do You Think student evaluation tool that the college started looking at nearly a year ago. Based on what we've learned at this meeting/demo of the product, and conversations with management, we'll address a few of the concerns that we've heard repeatedly from members of the faculty concerning student evaluations.

We have heard that people would prefer not to spend money on an outside vendor, when MyPCC has a student evaluation tool built into it.

From the point of view of being able to maintain the confidentiality of the student evaluations and the control of whom is able to view them, the MyPCC tool is controlled by the College and we would not be able to guarantee the confidentiality of the student evaluations. By using a third party vendor we are able to make arrangements with the vendor to determine who has the permission to see the data. Their representative was very clear about this: With CollegeNet, not only will we be able to set the permissions, but the faculty will also be able to see who has accessed their student evaluations. Access should be allowed to no one without the faculty member's permission, which is granted, at the push of a button, by the full-time faculty member for the section(s) that the member designates.

We have heard from part-time faculty the concern about having every class evaluated every term.

This is actually a protection for part-time faculty, by collecting data systematically from all sections it prevents a single problematic outlier section from acting to define a part-time faculty member for an assessment. By looking at all the sections outliers can be identified—and recognized as anomalous—and the faculty member can be evaluated on the whole of their work. Under the current system there is not a systemic and systematic collection of this data, so that some part-time faculty have lacked the data to be able to demonstrate that their overall student feedback is solid, and the problematic students/section is an outlier. For part-time faculty, access to evaluations will always be available to the department chairs and the dean, as it always has been. We'll restate this below, but the intent of student evals is 1) improving instruction, and 2) creating accreditor-demanded aggregate data, and not for use in disciplining instructors.

We have heard that people would prefer to use an open source product as opposed to a corporate product.

Many of us in the Federation would also like to see the college use an...

Continued on page 11

# ft + pt Tuition Waiver

This year during the bargaining process between our unions and PCC management, the question was raised of whether or not to continue the benefit of tuition waivers for part-time and full-time classified, faculty, academic professional and management employees, their spouses or domestic partners, and their dependents up to age 24. The tuition waiver includes from 6 credit to full time each quarter depending on your job classification and dependent status.\* It's my understanding that because those who use the tuition waiver take up space in credit and non-credit courses, the college isn't able to fill those seats with tuition-paying students, thereby decreasing tuition revenue. Although there may be other reasons for management to advocate getting rid of this benefit, this seems like the biggest one to me.

In some ways this benefit may seem like one of the easiest to consider for elimination. There aren't a lot of complicated entanglements with other benefits or employee contract agreements; eliminating it is an easy way to cut some expenses and increase tuition revenue; and not every employee or family member uses or plans to use the benefit, so the elimination of the program wouldn't necessarily upset all employees or negatively affect them in any immediate or noticeable way.

So why not let it go in negotiations, then? Aren't there more important benefits to consider? What difference does it make in the professional and personal lives of part-time and full-time employees at PCC? In my opinion this benefit makes a big difference in the quality of PT and FT employees' personal and professional lives. It has the power to improve the quality of life of employees and their partners and dependents in a myriad of ways. What ways? I'll tell you about the people I see and work with every day and how this benefit has impacted their lives.

I work in the Sylvania office of Disability Services and without even leaving our work area, I can count seven employees who have used the waiver, out of a total of 11 full-time staff. Cathy, one of our administrative

assistants, has been using hers to finish an associate's degree in accounting. This fall term, 2011, she's planning to take introductory American Sign Language to help her communicate with the students we serve who are deaf and hard-of-hearing. Linda, our other administrative assistant, has taken a number of art and anthropology courses as a way to express her creativity and de-stress from an often intense and demanding job. Sharon, our Coordinator for Interpreting and Transcribing Services, has taken German courses to allow her to travel solo this summer through France and Germany, an adventure that has created life-long memories for her. Two of our full-time interpreters have also taken courses, as has one of my counselor colleagues, Angelina, who used her waiver to take fitness courses so she could come to work with energy and alertness.

I, too, am taking advantage of the tuition waiver by taking a course, Supporting End-of-Life, in the Gerontology program. This course has already helped me through the death of my mother-in-law and has taught me ways of supporting friends and family who have recently lost parents and life partners. I'm also learning how I as a daughter who is fast losing her father to dementia can understand what is going on for my dad and what I can do to take care of him, of my mother, and of myself as we take this difficult journey together as a family.

Some of these courses, like the ASL course Cathy is taking, apply directly to the work we do professionally and some, like the courses others of us in our department have taken, do not. I believe the college benefits either way by the increased professional skills that employees bring to their workplace and by allowing FT and PT employees to increase their wellness and expand their knowledge in ways that deepen their understanding of themselves, their families and communities, and the larger world.

Elizabeth Kimberly, Disability Services Counselor,  
Sylvania Campus

**PART-TIME FACULTY GETS PERSONAL LEAVE. WHAT?!**

**YES, AND IT'S ABOUT TIME. THE PT FACULTY SPOKE UP, AND THE NEGOTIATIONS TEAM DELIVERED. MICHAEL CANNARELA, PCCFFAP LABOR REP EXPLAINS "EVERY PAY PERIOD A PT FACULTY WORKS RESULTS IN 2 HOURS OF SICK TIME LEAVE. MAXING OUT AT 32 HOURS AN ACADEMIC YEAR, WHICH STARTS SEPT. 1, AND GOES THROUGH AUG. 31. UNUSED TIME CARRIES OVER FROM YEAR TO YEAR." BUT WAIT, IS SICK TIME ACCRUAL EQUAL TO PERSONAL TIME? CANNARELLA POINTS TO THE NEWLY RATIFIED CONTRACT: 'PART TIME FACULTY WILL ACCRUE TWO HOURS OF SICK LEAVE PER PAY PERIOD. A MAXIMUM OF 32 HOURS MAY BE ACCRUED IN AN ACADEMIC YEAR. A MAXIMUM OF 32 HOURS OF ACCRUED UNUSED SICK LEAVE MAY BE CARRIED OVER FROM ONE ACADEMIC YEAR TO THE NEXT. HOWEVER, NO MORE THAN 32 HOURS MAY BE ACCRUED AND/OR CARRIED OVER AT ANY TIME. SICK LEAVE MAY BE USED TO CARE FOR AN IMMEDIATE FAMILY MEMBER. A MAXIMUM OF EIGHT HOURS OF ACCRUED SICK LEAVE PER ACADEMIC YEAR MAY BE USED FOR PERSONAL REASONS' (SECTION 19.22 IN THE NEWLY RATIFIED CONTRACT). THAT MEANS YOU MUST STILL NOTIFY YOUR DEAN AS SOON AS YOU KNOW YOU WILL NOT BE AVAILABLE FOR CLASS-TIME, AND YOU ARE ALLOWED TO SAY YOU WILL USE THIS TIME FOR PERSONAL LEAVE (UP TO EIGHT HOURS AN ACADEMIC YEAR), TO BE TAKEN OUT OF YOUR ACCRUED SICK LEAVE, PROVIDED YOU HAVE ACCRUED SICK TIME AVAILABLE. THANKS FOR THE EXPLANATION, MICHAEL C., AND GOOD EFFORT FROM THE BARGAINING TEAM ON THIS ONE. THE GOOD NEWS IS, YOU DON'T HAVE TO BE SICK TO TAKE UP TO EIGHT HOURS OFF BETWEEN SEPT. 1 AND AUG. 31! HERE'S TO GOOD HEALTH, AND PERSONAL TIME!**

# Brothers & Sisters in Ten-Gallon Hats

By Scott Dionne

I was recently made a delegate of the Northwest Labor Council, a confederation of over a hundred different unions in the Pacific Northwest. My induction into this organization in August involved a pledge to purchase union-made goods and services whenever possible. With my right hand proudly raised, I swore to do my best.

In the days that followed that pledge I began to realize how little of my material world consists of union-made goods and services. I became acutely aware of this as I was tying my made-in-China tennis shoes. I further considered this while riding my made-in-China bicycle. At dinner, I continued to mull over that pledge as I ate a made-in-Mexico tomato and took a sip of Chilean wine. The jeans I wore—the most iconic of American goods—are now made in some rather non-American places—Bangladesh, Sri Lanka, Indonesia. I was beginning to despair when...

**NEWS FLASH! WE INTERRUPT THIS ARTICLE TO BRING YOU BREAKING NEWS!**

My SpaghettiOs are made in the U.S.A!!!

Then one day as I was listening to Neil Young on my Sony Walkman I had a small epiphany: Music is

pretty darned unionized. Many of our most beloved musicians belong to the American Federation of Musicians, which is the largest union of musical artists in the world. And it is also one of the oldest, going back to 1896. Since the middle of the 19th century, when musical aid societies began sprouting up in places like New Orleans, Chicago, and New York, musicians have been inherently a unionized profession. The next time you buy an album from one of your favorite artists, you might want to consider the fact that you are supporting a fellow union member. You like Bruce Springsteen? He's in AFM Local 47 (Los Angeles) and also Local 399 (Asbury Park, New Jersey). What about Sonny Rollins? He's with Local 802 (New York).

While AFM locals represent each and every genre of music out there, and each and every type of recording artist is found in the ranks of the AFM, the most pro-union musicians can be found in country music. Why? First, most country music is recorded in Nashville, a city renowned for its studio session musicians. Most country stars rely on the artistic talents of Nashville's rich pool of talented studio musicians. And these folk are members of AFM.

Recently the Nashville Musicians Association Local 257 agreed to allow members of the Audio Engi-

neering Society to become members of AFM. What this means is that music recorded in Nashville now supports union labor at three different levels: the recording artist or group, the session players, and the audio engineers.

So if I decide to purchase, say, Billy Ray Cyrus's new album *I'm American* (Local 362-692, Huntington, West Virginia), I would definitely be fulfilling my pledge to the Northwest Labor Council!

I'm not a die-hard fan of country music—I'm more of a Tom Morello type of guy (Local 47)—but I now respect the deep union roots in the country music industry. So the next time Hank Williams Jr. says something that makes me cringe, I'll let it pass. Because he doesn't speak for everyone in the country music industry. Many country artists are solidly pro-labor, pro-working class, just like us in PCC's Federation. As Billy Ray Cyrus once said: "You gotta be in the union. It's a great move of solidarity."

Okay, that's it for now. I'm gonna slip a Willie Nelson CD into my Sony Walkman (Local 80, Chattanooga, Tennessee), hop on my made-in-China bicycle and head down to my local unionized Fred Meyer (United Food and Commercial Workers International Union Local 555) to stock up on those patriotic all American SpaghettiOs!

# Ask Jeremy J.

Dear Jeremy, What can I do as a faculty member to help with student retention?

Dear Sandy at CA-

Scholars who study student retention find two factors that stand out to help students stay enrolled and finish with a degree. These factors are referred to as academic and social integration (Tinto 1975). These ideas have been applied in many studies on student retention across multiple student communities and their efficacy continues to be demonstrated. Essentially when a student feels socialized into the academic and social systems of the school they are more likely to be committed to finish. By being a part of school clubs, organizations, study groups, school athletics and attending campus events students develop a sense of integration in the school environment. Faculty can help with this integration in the classroom by promoting the school, an academic program, resources and organizations on campus, which would allow for student involvement. When students start to view their school as a community rather than just a place to take classes they are less likely to leave. Also, communicating with faculty after class or during office hours have been shown to lower attrition. For example, I have an assignment where students are required to visit me during office hours where I can get a sense of their academic experience and give suggestions to help in the course or suggest resources available to them as well as plug some college organizations or events. These are

a just a few ideas being discussed to help with student retention, for more information be sure to check out the 2012 Dean Shirley Anderson Conference January 26th and 27th, where the theme will be "Students First: Classroom Strategies to Promote and Improve Retention."

Hope that helps,

*Jeremy J. Estrella*



Jeremy J. Estrella, SY Speech  
Jeremy.estrella@pcc.edu  
~ Teaching for a Lifetime

References:  
Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. Rev. Ed. Res. 45:89-125..



The bake sale was a fun and interesting way to get information out about the Obama Jobs Act. Even if the Act has been rejected by Congress, the spirit of it was conveyed to our students and staff. The sale also allowed us to make \$43.00 for the Cascade Food Nook to support students in need.

Jane Zunkel  
PCC CA English VP FT CA

# OCCUPY

October 6th marked the day when the Occupy movement reared its head in Portland in an effort to support the Occupy Wall Street Movement. There are many groups involved in this movement that have vocalized their need for real change from local to global levels. One common question is “what is the movement’s main goal?” The answers are varied because protestors and supporters have a wide variety of issues they are bringing to the table.

After spending some time with campers and non-camping supporters, it has become more and more clear to me, what Occupy Portland protestors really want. They want their voices to be valued as they begin to engage in civics and make positive changes in their communities. This is why affinity groups have formed and are currently working on direct action items. One such group is the Outreach Committee. The following statements comes from this group, was passed around at the 10/26 labor march when the camp was still intact, and can be found at: <http://occupyportland.org/committees-working-groups/outreach/>

As occupiers at Occupy Portland, we stand in solidarity with organized and unorganized working people, the underemployed and unemployed masses of Oregon. We object to corporate greed and the systematic destruction of workers rights and living wage jobs; and we call for substantive economic and political changes that empower and represent the people!

Together, we insist on living wage jobs, fair labor practices and workers rights across all sectors of production. We insist on economic justice and support for our unemployed, underemployed and unemployable brothers and sisters.

The occupiers of Occupy Portland greatly appreciate the support of organized labor and the people of Portland. You have contributed immensely to the support and operation of the occupied camp, including everything from portable toilets and sanitation, to food and

coffee, to shelter from the rain and cold; and many more direct, in-kind and anonymous donations.

You have been loud and outspoken in your support of the occupation and for the national Occupy Movement. As occupiers at Occupy Portland, we understand that we represent only a small fraction of people who are giving visibility to this call for change. And like you, we will not call for an end to Occupy Portland until we see substantive economic and political change in Oregon and the U.S.

Please continue to give your support to the Occupy Portland occupation in whatever way you can. Many resources are needed to support the occupy camp. Passionate people are needed to join working groups and committees. Supporters are needed to give visibility to the movement by their presence in and around the camp.

While many of us feel we can’t relate to every occupier’s personal issues, maybe we can try to respect and understand just some of the issues that the movement itself is bringing to the table for discussion. If you want to learn more about Occupy, it is advised to avoid hearsay. Attend a GA, read the Declaration of the Occupation of New York City at: <http://www.nycga.net/resources/declaration/>, or watch the Occupy Portland meetings online at 7pm each evening at [www.livestream.com/occupyptown](http://www.livestream.com/occupyptown). Until you really do your own investigative research, you will not know the truth about the Occupy movement.



Tara Foster  
PCC CA English



Below is the petition of support for holders of student debt which was started in the spirit of the “Occupy” movement. It is supporting those who are taking action against oppressive debt. Take a look, sign it, and send it on if you agree.

<http://www.occupystudentdebt-campaign.org/faculty/>

Caralee Angell asked Ed DeGrauw: how do you view your relationship with Occupy? Can you empathize with them? Are you in the same boat with them?

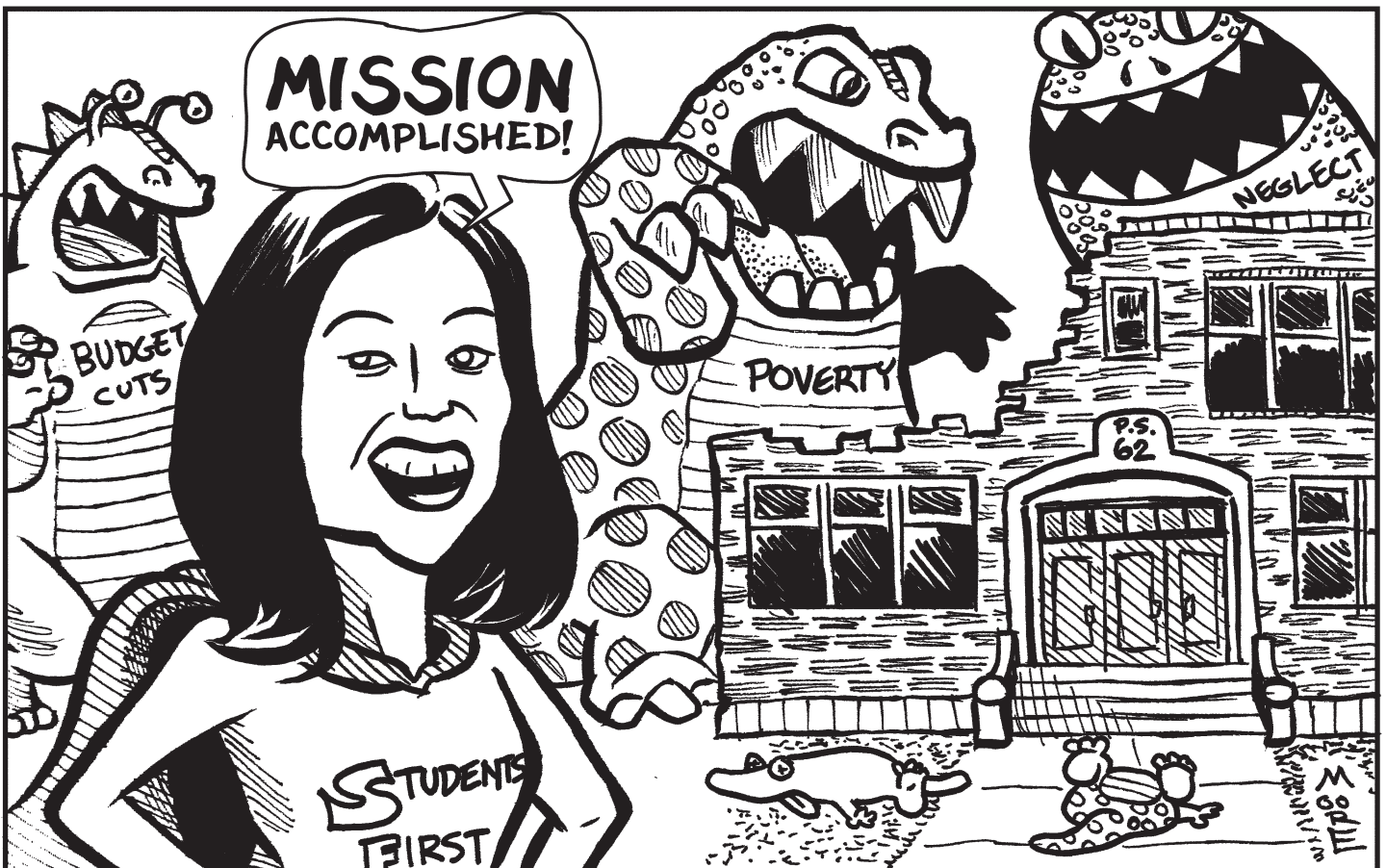
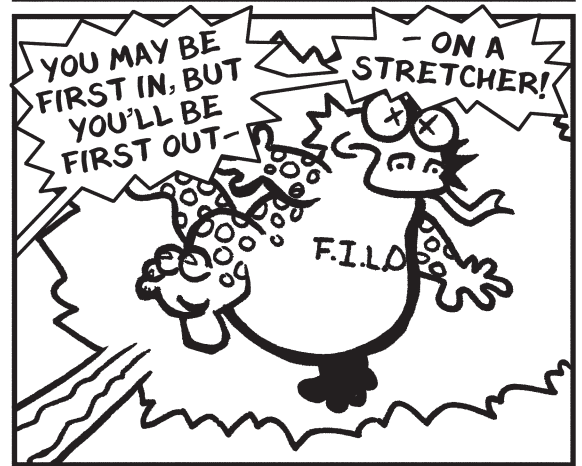
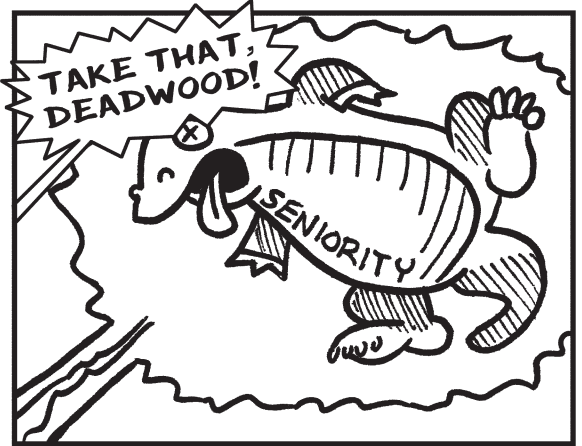
His response: Absolutely I am 1 of them and I can empathize with the 99 percent because they are who our students are. I watch as people have a harder and harder time getting lower and lower paying jobs. Getting fewer and fewer benefits, losing their pensions or the ability to participate in a pension plan. Increasing their debt to get a decent education. Loss of security due to lack of insurance for healthcare and increasing medical debt. It is the decline of the middle class for the benefit of a few.



# Superman Can Wait

BY KEVIN MOORE ©2011 MOORETOONS.COM

MICHELLE RHEE - SCHOOL REFORM SUPERHERO!!!



open-source solution, as OS software embodies many of our core values as an institution (universal access, sharing knowledge and resources for the benefit of all, and de-emphasis on profit). But in this case the Federation is satisfied with the college's choice of CollegeNet based on its strong record of working with many colleges and universities across the country, its local origins (headquartered in downtown Portland), and its connection with an Oregon-vended contract that PCC can buy into easily. CollegeNet will also host the surveys on their own external server and not impose an additional burden on the college's network. Most important, CollegeNet's software will enable the college to meet the stipulations of the current contract. The joint (Management-Federation) committee still has to figure out exactly how confidentiality will be maintained (setting up protocols for who will administer the system locally, for example), but the overall architecture that Federation representatives have seen appears to be sound.

We have heard the concerns over a "standardized" evaluation tool.

The tool that was demonstrated by CollegeNet was not standardized, though there are common elements in all evaluations which allow for useful "higher level" analyses. It had the ability to be modified in a number of ways, from Likert scale questions, to dropdown menus, to open-ended questions, limits to the way it

could be applied would only be limited by the way the faculty member chooses to use the tool, although Subject Area Committees will also have direct influence over how each eval is constructed.

One of the largest concerns for the Federation was to assure that the evaluations were for the faculty to gather feedback from their students and that the information remain confidential. CollegeNet has satisfied these concerns, based on our meeting with them, in a way that could only be achieved by an outside vendor. They are also willing to work with us so that the product is designed to our specifications and that eliminates our need to do the data entry of our students. It is a very positive step that eight Subject Area Committees have come forward to be part of the pilot and that over 40 faculty members have expressed interest in helping with the design of the district level questions. Please let us know your thoughts as we move forward with this process. We want to move carefully, but be assured that if things do not meet with the intent of our negotiations we will continue to modify it until it does.

Ed DeGrauw, Rick Willebrand, Mino Marashi, Michael Morrow, Peter Seaman (Federation ad hoc student eval committee)

Ed DeGrauw  
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## Good Morning

AFT-Oregon President David Rives

Q: How does it feel to be one of twelve representatives appointed to the Oregon Education Investment Board, a committee to oversee pre-K through 20 education investments and outcomes for the state?

David: I'm honored to be on the board and offer a voice for educators.

Gov. Kitzhaber asked all AFT-OR presidents to participate in a survey "seeking input concerning funding priorities and accountability measures in education, and also the application for a waiver for the No Child Left Behind regulations." Here is the link: [https://www.surveymonkey.com/s/creating\\_new\\_system](https://www.surveymonkey.com/s/creating_new_system)

Q: The state has asked Oregonians to participate in a survey "concerning funding priorities and accountability measures in education, and also the application for a waiver for the No Child Left Behind regulations." Here is the link: [survey](#)  
What's the survey about and should I fill it out?

David: Anyone concerned with the state of our education system should take the time to fill it out. The survey is one type of way to get input on the ideas being discussed on the Oregon Education Investment Board. I'm also working with fellow board members to hold meetings with faculty and staff at colleges in the state to get comments and feedback

on any proposals for improving student success. We need the input of teachers and educators in K-20 throughout the state to present to the OEIB if we want to build a coherent educational system that concentrates on life-long learning. The work of the Board should seek to coordinate the transitions between the different education levels and sectors. We also have to be realistic with what can be accomplished in the face of continued disinvestment in our K-12 and post-secondary systems of education. I think any discussion of major innovations needs to include a look at the funding required. Getting faculty and staff involved in these discussions is going to be key any successful efforts to improve educational opportunities and success for our students.

Q: On a final note, thanks for your participation in the most recent contract negotiations. PT Faculty is most grateful for this concession to using accrued sick time. As a PT PCC RC ESOL instructor, have you had occasion to use any of your accrued sick leave for personal leave?

David: No, I haven't used my sick time for years. But it's nice to know if something happens to me I would have the safety net of my accrued paid sick leave.

Thanks for your time President Rives! Enjoy your Holidays!