BETWEEN the COVID-19 pandemic, crisis learning, fires burning across the state and evacuation orders, college faculty and students are experiencing a year like no other. The COVID-19 pandemic has turned virtually every community college student into an online learner, a learning modality where students can and do succeed, but one that may not be as effective in supporting student success and equity.

Negotiating a memorandum of understanding (MOU) around distance learning was either a painful process or incredibly easy, depending upon the distance education language in existing contracts and what type of relationship local leaders have with district management. While some students and faculty are finding online learning more accessible, eliminating travel time and finding parking and dealing with child care, more students have lost access to critical campus-based resources and supports like the library, computer lab, and academic and student services centers. These facilities offered tutoring, counseling and health services, and also provided support for populations such as veterans and students with disabilities.

Preventing a Viral Spiral
Surviving and Thriving in a Pandemic With Distance Learning, MOUs and Fires

The switch from brick-and-mortar teaching to online was abrupt, and many faculty retired after being told to teach online. For CEFA members there was no clear direction or communication regarding online teaching, which all led to high anxiety, says CEFA President Evelyn Elmore. She decided to hold a union meeting with no agenda to provide members an opportunity to vent and ask questions. “It was obvious how necessary this was,” says Elmore. “People hadn’t been able to see each other. They were all alone. They needed help. No one ever dealt with this before. To help ease the burden and stress, we wanted faculty to know: You’re not alone. We may not see each other, but we’re here. Your union, CEFA — we’re not just an email.”

Source: covid19.ca.gov/industry-guidance
On a Mission
By CCA President Eric Kaljumägi

CCA’S MISSION statement is important because it answers the question: “Why does CCA exist?” Recently, the CCA Board recommended lightly modifying the mission statement, which will be considered for approval at the CCA Fall Council in October. Let’s take a look at our mission and how we fulfill it.

“Advocates for California’s public higher education faculty...”

FEW CTA COMMITTEES have more than one community college faculty member, and some have none. CCA Vice President Randa Wahbe, CTA Director DeWayne Sheaffer, our wonderful CTA staff and I monitor the information flowing through CTA’s committees to locate items affecting community colleges and ensure our interests are considered by the committees. I attend CTA Board meetings and submit reports. CCA confers with CTA legislative advocates on bills, workgroups and issues coming from the governor’s office, the Legislature or the Chancellor’s Office. I sit on the Chancellor’s Consultation Council as the CTA representative, and VP Wahbe and I monitor the Board of Governors meetings. CCA committees make recommendations to CTA on policies and positions on legislation.

“And strives to promote equity and preserve quality public education.”

WHILE THE CURRENT version of our mission statement uses the verb “fights,” the CCA Board suggests we use “strives” instead and insert the words “promote equity.” Equity has long been a part of our social justice work, but with this change, a commitment to equity will be explicit in our mission and our goals.

Finally, CCA has strived for years to preserve quality public education, and we seek no change here. Our union works for more than salary, benefits and working conditions. We want a public education system that serves our students well and makes us proud. CCA works with CTA to establish a well-funded educational system, fair evaluation processes, secure retirement plans, and solid student support systems.

CCA IS CERTAINLY not the only body interested in higher education. There are other union associations, of which Community College Council/CFT and California Community College Independents are the largest. Faculty advocacy groups such as CPFA and FACC are also important, along with a number of managerial and trustee groups including CCLC, ACCCA, ACBO, CCCC and CCCCIO. Add in the statewide academic senate (ASCCC), the statewide student senate (SSCCC), and the Chancellor’s Office (CCCCCO), and we have a veritable alphabet soup of agencies with which we interact.

This past year, I’ve taken action to assist several of these organizations, and we’ve been helped by them in return. This assistance ranges from quiet, behind-the-scenes support to formal joint lettered coalitions magnify our voice in Sacramento.

CCA OFFERS three annual conferences that provide training and networking opportunities. Before COVID, these events often had 100 to 150 attendees. While we have to move to online formats, we still strive to provide training of all sorts. The planned sessions for our fall conference include workshops on oral histories, grievances, communications, white fragility, setting up a diversity team, and working conditions in an online environment. There is still time to register at ctago.org.

CCA also provides longer training sessions to assist local negotiation teams, grievance committees, and local leaders. We have academies for future statewide leaders and Building Strong Locals. In recent months we held webinars on unemployment insurance, negotiating during COVID-19, and building effective executive boards; additional workshops are being planned.

CCA also helps locals in other ways. CCA offers locals membership and innovation grants to assist with implementation costs, and CCA has a crisis assistance fund. In addition, CCA committees study membership development, faculty equity and diversity, and part-time faculty issues, and make recommendations that guide our actions at all levels.

“Builds strong and effective coalitions...”

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CCA is your advocate in both Sacramento and CTA. I hope you’ll take time this year to become more involved with your local and with CCA. If you didn’t receive an email from me titled “CCA Update – September 2020,” please sign up at actionnetwork.org/forms/sign-up-for-ccas-action-network-update.
In these uncertain times, CTA membership makes more sense than ever. CTA provides new educators with 9 months of CTA Introductory Disability insurance at no cost when you join CTA for the first time within 90 days of your first day of work.
Legislative Update
Strange Legislative Session Leaves Many Issues on the Table

THE CCA LEGISLATION and Advocacy Committee reviewed and took positions on 104 bills, several of which passed the Legislature and went to be signed by the governor. Your advocates accomplished so much, considering what a strange year it is. While much discussion on important bills took place, many bills didn’t see the light of day because of the COVID-19 pandemic. As the pandemic progressed, the inequality among faculty became glaring, just as it did for students. CCA spent time fighting for issues important to part-time and full-time faculty. Here is the status at press time of several bills that CCA took Support positions on:

• AB 376 establishes the California Student Borrower Bill of Rights including protections and caps on student loans; signed by Gov. Newsom Sept. 25.
• AB 1930 clarifies postsecondary student eligibility requirements; didn’t make it out of the Senate and died.
• AB 2234 allows classified college and school employees access to legal counsel; signed by the governor Sept. 9.
• AB 2884 allows California Lottery revenue to be used freely for technology (previously it had been for textbooks only); on the governor’s desk.
• AB 3137 allows members of the armed services who are deployed to return to the California College Promise program without penalty; on the governor’s desk.

For the status of these and other bills, go to cca4us.org/issuesandaction/legislationpoliticalaction.

CCA is currently exploring potential legislation to advance statewide pay parity for part-timers. Most full-time and part-time faculty are on the same page when it comes to pay parity. Many of CCA’s chapters are “wall-to-wall,” meaning the chapter negotiates for both full-time and part-time faculty. The majority of part-time faculty are subsisting on lower than average pay compared to full-time colleagues — so much so that many adjunct faculty are discouraged or leaving because wages are so low.
CCA members feel wages are a social justice issue and there should be equal pay for equal work. For many, that means wages prorated for full-time equivalency. Negotiating health benefits and office hours for part-time faculty is the right thing to do, and some chapters, such as Hartnell College Faculty Association, are signing a pledge to do what it takes to attain pay parity.
CCA is investigating submitting more legislation in the coming session to enhance college faculty teaching and working conditions.

CCA’s Legislation and Advocacy Committee members for 2020-21 include chair Randa B. Wahbe, United Faculty North Orange County CCD; Ricardo Aguilar, San Joaquin Delta College TA; Wendy Brill-Wynkoop, College of the Canyons FA; John Martin, Shasta College FA; Sharlene Paxton, Kern CCD/CCA; and Shaaron Vogel, Butte College EA. Ex officio voting members include Josue Arredondo and Josie Malik, part-time directors for south and north, respectively; ex officio nonvoting members are the CCA president, the secretary and the treasurer.

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“Ideas for Legislation come from CCA members, either individually or through committees. Those ideas are then discussed by the CCA Legislation and Advocacy Committee. If the idea is supported, it goes to the CCA Policy Committee. In June or October the proposed bills, with their rationales, are presented to and evaluated by the CTA State Legislation Committee.

If an idea related to higher education is presented at CTA State Council, it is also evaluated by the CCA Legislation and Advocacy Committee, which takes a position on the bill. If the proposal passes both CTA State Council and CCA Council, CCA’s legislative advocate finds an author to carry the bill and lobbies for the bill as it makes its way through the state Legislature.

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Our CTA staff liaisons are Efrain Mercado and Susan Midori-Jones. For more information about the committee, or to become an active member of the committee, contact the committee chair, CCA Vice President Randa Wahbe, at vp@cca4us.com.
Ultimately, the union conducted a survey and facilitated interest groups to work with and learn from each other. The goal: to deliver the curriculum in a new online world.

“District management didn’t want faculty to use books for online classes and remote learning,” Copeland explains. “No books meant we designed curriculum for our students, the majority of whom are lower-income. We had three days to get all our curriculum from the classroom to the internet, to develop all the materials, and to learn the technology.”

Volunteers to facilitate teaching level and subject area groups stepped forward to coordinate meetings. The groups provide support for CEFA members and facilitate the sharing of curriculum, activities and resources. They are a place for positive social interaction and networking among colleagues, says Copeland.

Currently there are 21 groups, since some subjects and groups are combined. ESL, for example, was split by literacy levels (beginning to advanced, low to high). Other groups range from specialty classes (pronunciation and Spanish literacy) to a tech support group where faculty help each other and share resources. Support groups include correctional facilities, business skills and career education, adults with disabilities, Bridge Program, ESL civics/citizenship, counseling, literacy, and Adult Basic Education (ABE).

Each group determines its own direction and the manner in which members share resources. Some use email, Microsoft Teams, Dropbox and Slack. Each group decides how often to meet. Many held monthly hourlong meetings after meeting more frequently at the beginning of the semester in order to prepare for the work ahead.

Baamboozle and Wakelet: NEW COOL TOOLS

Copeland created a shared document system where faculty could share editable lesson plans, quizzes and other resources. “Some put their information on Wakelet.com, a very accessible site for students who are visually impaired,” says Copeland, who teaches ESL at Santa Ana College. She put an entire semester of lessons on Wakelet. “Some faculty will do Wakelet every week so everyone has access to their lessons. It’s a nice way to collaborate and share information.”

Through the support groups, faculty learned about numerous online resources and websites to help enhance student learning. Some groups use Remind, a free texting app at remind.com, to communicate with each other. Free accounts include basic messaging, translation, app integrations, 10 classes and up to 150 participants per class.

One of Copeland’s favorites is baamboozle.com, which features “really awesome premade games. It’s a great resource for any subject matter. When students are having fun and are engaged, they are going to learn more. Brain research shows that,” she adds, and smiles. “My students love the games, and I’m a big ‘have fun’ type of person.”

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Elections 2020

Your vote makes a difference

If ever there was a time for us to come together to make our voices heard, elect candidates who share our values, and vote for measures that will provide our students with the equitable resources they need and deserve, it is now. We must get involved and we must vote.

The COVID-19 pandemic has wreaked havoc on our lives. It has decimated our economy, leaving a structural budget deficit and a lack of funding that threatens teaching and learning in California. Our shared values and our diverse communities are under attack in America today. Let us elect candidates and pass propositions that will advance equity and increase racial and social justice in our colleges and communities. It is going to take all of us working together to win.

Your CTA/CCA colleagues spent a great deal of time interviewing candidates and considering their positions before making recommendations. Higher education delegates to CTA State Council of Education, along with educators across the state, researched issues and initiatives before making the recommendations outlined on this page.

Our union makes recommendations based on a transparent, democratic process and always with the best intentions for our students and public education. Casting your vote for CCA/CTA-recommended candidates means you are voting for those who support students, teaching and learning.

Find all faculty-recommended positions for issues and candidates in your local area here: cta.yourvoterguide.

On the Issues

YES ON 15: Time To Put Schools & Communities First
Initiative Will Generate $12 Billion for Services California Families Need

For more than four decades, mass corporations and the super wealthy have avoided paying their fair share at the expense of California students and families, who have suffered from the chronic underfunding of public education and community services. Voters can reclaim $12 billion a year for our colleges and community services with Proposition 15, the SCF initiative.

Prop. 15 closes commercial property tax loopholes benefiting a fraction of corporations and wealthy investors, without affecting homeowners or renters. “I’m voting for Prop. 15 because colleges and cities need resources, and because many large corporations aren’t paying a fair share of property tax. The tall buildings in downtown areas are very rarely sold, so many of them incur property tax. The tall buildings in downtown areas are very

means that an even larger share of the property tax burden falls on residential property owners, and this problem will keep getting worse unless we fix it,” says CCA President Eric Kaljumägi. “And we can help fix it with Prop. 15.”

Prop. 15 will require commercial and industrial landowners who have been taking advantage of tax protections intended for residential homeowners to pay their fair share. It’s wrong when billion-dollar corporations like Chevron and Disney are paying 1978 property tax rates while charging 2020 prices for gasoline or amusement park admission.

Prop. 15 funds will be invested in things like public health, fighting homelessness, firefighters and fire prevention equipment, safe drinking water, and preparing for future disasters like wildfires and earthquakes.

“Our colleges and communities need these funds badly, which is why Prop. 15 requires strict accountability to ensure all resources go directly to our students, families and our future,” said CTA President E. Toby Boyd. “We simply can’t afford these corporate tax loopholes anymore — not at the expense of our colleges and communities.”

Exempts Farms and Homes, Enhances Small Business
All this will be done without adding additional bills to homeowners and farmers. Prop. 15 completely exempts farms and agricultural land from property tax reassessment, and makes no changes to existing laws regarding these properties. Additionally, Prop. 15 includes new tax relief for agricultural businesses with up to $500,000 in exemptions for new equipment, providing farmers with additional resources to grow and thrive.

Gov. Gavin Newsom endorses Prop. 15, because it is key to California’s recovery and reinvestment strategy after this pandemic crisis. The Board of Governors of California Community Colleges and the CCA Board of Directors passed resolutions in support of Prop. 15. It protects homeowners and renters by maintaining tax protections for all residential property, while leveling the playing field for all the businesses that already pay their fair share — providing one of the largest tax incentives in a generation to spur new investment in small businesses when they need it most.

YES ON 16: Equal Opportunity for All
Fighting Gender Discrimination and Systemic Racism Is on the Ballot

Thanks to advocacy and legislative action, Californians have a historic chance to reinstate affirmative action by voting Yes on Prop. 16. This initiative aims to reinstate equal opportunity and create a stronger economic future for women and communities of color, and a California where Black Lives Matter and our systems are just.

In California, we believe in giving everyone — woman or man, nonbinary, Black, white, Latino, Indigenous, Asian American or Pacific Islander — an equal shot at success.

In 2020, women in California still earn only 80 cents for every dollar a man earns, and women of color make significantly less. Wage discrimination hurts our families, and we can start to fix it by voting for Prop. 16.

Our shared values and our diverse communities are under attack in America today. White supremacists are on the march. Black people are being shot. Latino children are in cages. COVID-19 is ravaging Indigenous communities. Hate crimes against Asian Americans are on the rise, and many of us fear for our safety because of who we are. There is something we can do. By supporting Prop. 16, we can push back and say no to racism.

The Board of Governors passed a resolution in support of Prop. 16. Unite with California’s educators to pass Prop. 16 to ensure we can provide opportunity for good jobs, good wages, and quality schools for everyone.

FIND YOUR CTA RECOMMENDED CANDIDATE

YES ON 16
Opportunity for All

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**NO ON PROP. 20:**

**Early Release Rollback**

**No More Lucrative Prison-Industrial Complex**

Institutional Racism and racial discrimination have no place in our colleges and communities. California’s educators are leading the way to ensure social and racial justice permeate our governmental systems and structures.

- Prop. 20, the Early Release Rollback measure, adds crimes to the list of violent felonies banning early parole, recategorizes certain types of theft and fraud from misdemeanor to felony, and requires DNA collection for certain misdemeanors.
- Far too many resources are invested in the lucrative prison-industrial complex that should instead be spent on restorative programs in public schools. We must say no to measures that perpetuate criminalization and deepen the inequities in our systems and structures.

**NO ON 22:**

**Gig Employers Try To Buy a Law**

Deceptive Initiative Would Exploit Workers

What do corporations do when state leaders pass a law forcing them to observe basic workers’ rights and respect their employees? They spend millions for a ballot measure to repeal the law so they can continue their exploitation. Gig giants paid to put Proposition 22 on the ballot for one reason: to boost their profits by continuing to unfairly deny their drivers wages, sick leave, workers’ compensation and unemployment.

- Gig companies want voters to think this measure is about safety, but Prop. 22 actually weakens safety measures for riders and drivers. Uber and Lyft wrote new legal exemptions for themselves into Prop. 22. They aim to make even more money by eliminating required sexual harassment trainings and taking away the right of drivers to file a sexual harassment claim. Far too many resources are invested in the lucrative prison-industrial complex that should instead be spent on restorative programs in public schools.
- Uber, Lyft and Doordash wrote Prop. 22 to benefit themselves, not their drivers. If gig companies truly wanted to help their drivers, they’d be making sure their workers have the gloves, masks and equipment needed to protect themselves, their families and the public right now — not spending money on buying themselves a new law.

**YES ON 25:**

**End the Cash Bail System**

Freedom Should Not Be Only for Those Who Can Afford It

California Voters have a chance to end the cash bail system that keeps people in jail only because they are poor.

- Prop. 25 will replace a money bail system that unfairly grants freedom only to those who can afford it with a system that prioritizes public safety and justice. Across the nation, communities are demanding justice. With Prop. 25, Californians have an opportunity to be at the forefront of a national movement to root out discrimination in our justice system, and make communities safer by making their voices heard.
- Prop. 25 means replacing a system that criminalizes poverty and race with an unbiased individual assessment of each person’s risk to public safety. That’s why criminal justice advocates are strong supporters of Yes on Prop. 25.
- A Yes vote on Prop. 25 eliminates a money bail system that poses a serious threat to public safety, allowing anyone, including dangerous offenders, to buy their way to freedom as long as they are wealthy enough to afford it.
- The money bail system hits taxpayers where it hurts, wasting $5 million every single day just to keep nearly 50,000 people accused of low-level crimes locked up — simply because they can’t afford to post bail.

**ELECTION RESOURCES**

1. How much revenue will your college district reclaim when Prop 15 passes?
   cta.org/sfcalculator

2. Who are your local pro-education candidates endorsed by your colleagues?
   cta.yourvoter.guide

3. Find resources on all election issues plus shareable graphics and other information to help propel Prop. 15 to victory on Election Day
   cta.org/election-2020

4. Track Your Ballot
   california.ballottrax.net/voter

**INVolVEMENT AT THE NATIONAL LEVEL**

CCA/CTA members are involved at the national level, working with National Education Association colleagues to ensure education professionals have a respected and valued voice when and where decisions are made about public education.

One in 100 Americans is an NEA member, and one in 39 voters resides in an NEA household. This election is our country’s high-stakes test, and we intend to do our part in choosing the next president of the United States. It’s our responsibility to ensure that all our students and their well-being are a priority for all candidates and for all voters.

Find our recommendations at educationvotes.nea.org
VIRAL SPIRAL, continued from p. 1

California officials put out guidance for higher education institutions, which had been scrambling to either start the year remotely or put in place protocols and memorandums of understanding (MOUs) for allowing some students back for in-person instruction (see the sidebar on page 1 for guidance specific to higher education tiers). Still, thousands of coronavirus cases have been linked nationwide to college campuses, including hundreds in California.

The state’s guidance for higher education institutions can be found at covid19.ca.gov/industry-guidance. Every California county is assigned to a tier based on its rate of new cases and positivity. To see your county’s tier status, go to covid19.ca.gov/safer-economy.

CCA chapters handled the transition to online organizing and distance learning in many ways. Rancho Santiago Continuing Education Faculty Association (CEFA) created curriculum support groups to help each other personally and professionally (see story, page 1).

Napa Valley College Faculty Association

For Napa Valley College Faculty Association, as for most colleges, the switch to distance or “crisis” learning last March was a “circus.” It’s better this fall, says Kristie Iwamoto, NVCCA president. The transition to distance learning is proceeding, and NVCCA signed an MOU for in-person instruction so police academy and nursing program faculty have safety measures and physical distance requirements in place. They also moved office hours to online as a safety measure “because our faculty offices are much smaller than classrooms.”

Monterey Peninsula College Teachers Association

Monterey Peninsula College Teachers Association has a good working relationship with a fairly new college president, respect earned during a year and a half, and a strong campus distance learning education team. “There was a lot of good energy coming from them. Talk about celebrating human cooperation under crisis!” says Anthony Villarreal, who credits MPCTA President Lauren Blanchard with putting MPCTA on the forefront of getting crash courses and online resources, particularly for part-timers.

She worked with college deans to provide regular online meetings to share courses and faculty-based online training, and negotiated options for faculty in the MOU.

The evaluation process was streamlined, allowing faculty to be evaluated online or to opt out until a later date. Criteria for online evaluations were updated, including student evaluations, reviewing content created on Canvas, and short visits to online classes. MPCTA also negotiated strict compliance with CDC guidelines for in-person instruction, auto shop, kinesiology and nursing faculty.

CTA leaders praised MPCTA leadership for being the first to offer support and resources to K-12 and college colleagues during the Santa Cruz fire. Twelve MPC faculty were evacuated, and MPCTA has a fund for victims of the fires.

Rio Hondo College Faculty Association

“The Rio Hondo College Faculty Association MOU puts all classes online and deals with accreditation and attendance issues, providing lists of students who are no-shows,” says RHCCA member Jill Pfeiffer, who is the distance coordinator for RHC. She notes that online learning means enrollments are increasing, and colleges and unions need to be prepared for that.

The MOU restricts the district from going into a faculty member’s Canvas site without permission, as well. Deans have to alert faculty they are showing up ahead of time. RHCCA set up a peer system where educators are reviewing online instructions.

“At Rio Hondo, we had 1,000 more enrollments than last year, and that’s not related to the pandemic. It’s a testament to students who want to learn and see the flexibility of online learning. CCA chapters need to think about that in negotiating contracts,” says Pfeiffer, who is a CCA Board member. She notes colleges are federally mandated to have packaged online classes for disabled students and recommends the Accessibility Center through the California Community Colleges website (ccccaccessibility.org).

“Faculty want training and we don’t have enough PD, regardless which college,” she says, adding that she is impressed with the trainers from the Chancellor’s Office, who will do on-site and online trainings.

Some CCA chapters negotiated extra compensation and sick leave in case faculty come down with COVID-19, safety measures and hazard pay for those who teach in a lab or studio, and compensation for part-time faculty whose classes and teaching load were reduced. For example, at Mt. San Antonio College, adjunct faculty whose fall 2020 class is canceled by the district due to circumstances related to COVID-19 within two weeks of the first day of class receive the hourly equivalent of one class meeting in compensation.

Mental Health

Mental health is the biggest issue students at California community colleges say they are facing during the pandemic. Some 67 percent of students report higher levels of anxiety, stress, depression, or other mental distress, according to the Chancellor’s Office’s website. The sudden transition to an online learning environment drives some of this stress, as do struggles with job and income loss or paying for housing and utilities. For some students, the loss of income means prioritizing basic needs over school.

"COVID-19 AND ENTRENCHED INEQUITIES LIKELY AGGRAVATE THESE MENTAL CONCERNS."

Because California Community Colleges (CCC) enrolls the highest number of Latino, African American and low-income students, these institutions play a critical role in supporting mental health for students whose circumstances have changed radically amid the current crisis. Students can find comprehensive web-based resources through the CCC Student Mental Health website. Individual colleges have also continued with personal counseling services for students via phone and videoconferencing.

Resources

- Chancellor’s Office COVID-19 page (follow for COVID-19 facts and resources) cccco.edu
- CCC Student Mental Health website cccstudentmentalhealth.org
- Resources, tools and activation kits for mental health EachMindMatters.org
- CCA’s page includes ways to connect with colleagues and self-care advice and resources cca4us.org/covid19
- CTA’s TEAM Cadre (supports members experiencing trauma) cta.org/educator/posts/cta-provides-resources-support-during-times-of-trouble

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DISTANCE LEARNING ADVICE >>

- Survey students shortly after the start of the class to discover what elements of the course design or pedagogy are not clear to them. Follow up by offering clarification and making reasonable changes, and reporting back to the students about the changes you made as well as the changes you didn’t make.
- Use images, video and audio to do more than convey content — infuse humor and personality into your class.
- Build your grading by having many low-stakes assignments rather than a few high-stakes assignments. Use rubrics for speed and ease of grading.

Jonathan Ausubel, CCA Treasurer, Chaffey College Faculty Association

As you spend this holiday season celebrating with family and friends, take a few minutes to give yourself a little something extra…peace of mind. Auto and Home Insurance provided by California Casualty gives you protection, value and service with a convenient holiday skip-payment option that’s perfect for this time of year.

Skip your payments in November & December or December & January.

1.866.268.1754
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2020 FACULTY EQUITY AND DIVERSITY AWARDS

RYAN SULLIVAN, Mt. San Jacinto College, received the GLBT Award in honor of David A. Sanchez, CTA’s first openly gay president. The award recognizes faculty who have educated their community regarding GLBT issues.

REGINA RHYMES, Cypress College, received the Ethnic Minority Award in honor of Mary Ann Pacheco, a Hispanic Rio Hondo College professor, for promoting equal access and treatment for minorities.

LINDA CHAN, Mt. San Antonio College, received the Part-Time Faculty Award in honor of David Milroy, a longtime faculty activist. The award honors faculty who worked to improve working conditions for part-time faculty.

FOLA ODEBUNMI, United Faculty North Orange County CCD, for dedication, commitment, integrity and honesty in serving as CCA treasurer for the past six years. A dedicated leader at the local, state and national levels, Odebunmi has shown an unwavering devotion to the principles of equity and the values of CCA and CTA. She actively advocated for the rights of unions during the Friedrichs and Janus cases. She vocally supported her chapter and other CCA chapters as a member of CTA State Council and traveled to Washington, D.C., to represent CCA and public higher education at the Congressional Black Caucus. She has met with and lobbied members of Congress and members of the California State Legislature. As treasurer, Odebunmi was a fierce fiduciary manager, holding the Association accountable for responsible spending, and advocated for sound fiscal principles to be memorialized in CCA governing documents. In addition to the formal positions she’s held, Odebunmi has been a nurturing mentor to new faculty at her local.

Find a full listing of awards and winners at cca4us.org.

CCA HONORS FACULTY FOR OUTSTANDING SERVICE, continued from p. 12

2020 STATE WHO AWARD

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Moving Beyond Diversity

Racial Equity

“The goal is not about hate, it’s about understanding,” he notes. “If a teacher, a priest, an academic format. It’s this type of education and our classes need to reflect who we are as a community,” says Gomez. For years Gomez promoted the annual Oct. 22 National Day of Against Police Brutality. He created events and rallies that helped people communicate. Speakers with historical and sociological perspectives, including students and police officers, exchanged views. “The goal is not about hate, it’s about education,” he notes. “If a teacher, a priest, an officer is disrespecting or abusing students, they should be held accountable. That’s education — we have a right to learn and understand in an academic format. It’s this type of education that helps the community to respond and move forward on issues, redirecting the community so children and grandchildren don’t go through what we did.”

“You don’t have the only way of thinking, understanding or knowing about the world. When you think only in the way you’re thinking without opening your mind, you’re narrowing the ability for human growth,” he adds.

The San Bernardino CCD TA member is equally passionate about education and understanding, addressing diversity issues in his previous roles on CCA’s Legislation and Advocacy Committee and at CTA State Council.

CCA has facilitated “The Force Awakens: A Day for Social Justice and Positive Change,” a conference where members discuss equity and social justice issues facing community college faculty and students. Gomez notes Student CTA participates, too. “Our students determined what are the most important issues for them, and those issues became the CCA outline. Every CCA conference focuses on an aspect of diversity — DACA, LGBT, women’s issues.”

Diversity is not a theme to discuss or celebrate just in February, adds Gomez. “Our community and our classes need to reflect who we are as a people. We don’t have to agree with each other, but we should understand.”

Cypress College management implemented a recommendation from Black faculty and North OC CCD members’ tireless work on behalf of Delta College students through projects such as the Dreamers Success Center, Social Justice Radio Hour, and the Pathway to Law program. SJDCTA is a CCA affiliate. See details at cca4us.org.

Moving Beyond Diversity

Fall Virtual Conference

Features Professional Development, Elections and Council Meeting

THE PLANNING, IMPLEMENTATION and results of the “Researching (With) Our Communities Through Oral Histories” grant will be shared by recipient Jennifer Escobar, Riverside CCD Faculty Association, during the CCA Fall Virtual Conference Oct. 7-10. Registration is still open at ctago.org/events/2020-cca-fall-conference.

Escobar received a CTA Institute for Teaching (IFT) grant that supported ongoing and new collaborative oral history projects for educators who work in Val Verde and Moreno Valley school districts and in Riverside Community College District. “The purpose is to provide culturally responsive and sustaining research opportunities with students from middle school, high school and college,” said Escobar, an associate professor of English at Moreno Valley College.

Other professional development sessions are on digital tools for online organizing, creating a local diversity and equity team on your campus, how members used Robin DiAngelo’s book White Fragility to help create change, bargaining working conditions in an online environment, demystifying and debunking district financials, organizing through technology, what local leaders should know about employer bargaining obligations during a pandemic, grievances, implementing part-time retiree rights and parity during the pandemic, and the basics of using the online design tool Canva.

The CCA Council will meet during the weekend, and there will be elections to fill the board seats for District D, which includes College of the Canyons, College of the Sequoias, Kern Community College, Taft Faculty Association and West Hills College; District F-1, which includes Chaffey College, Long Beach City College full-time and part-time faculty, and United Faculty North Orange County; and District G, which includes Citrus College and two chapters in Rancho Santiago.
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CCA'S 2020 Award Winners
CCA Honors Faculty For Outstanding Service

2020 WHO (WE HONOR OURS) AWARDS

BEATRIZ AVILA, Imperial Valley College/CCA, for outstanding service during the last contract negotiations, among the "worst ever," as district management attacked faculty rights across the contract, attempting to make over 500 changes to the agreement. Her willingness to put in literally hundreds of hours, her expertise with research, and her attention to detail helped the chapter successfully reach a very good agreement.

JENNY LANGRELL, South Orange County CCD FA, for stabilizing and even growing South Orange's membership, not in spite of but because of Janus, the Supreme Court case that robbed unions of fair share fees. She is applauded for her keen insights and wise counsel, and for always calling B.S. when district management’s negotiators “shovel” it. Langrell collected many signatures in promoting CTA’s SCF initiative.

MEGAN IGO, Merced College FA, for being a tireless advocate for both full-time and part-time faculty in her role as vice president and grievance chairperson. Igo has given a great deal of time to protecting the MCFA contract and members. A longtime dedicated supporter of the union, her colleagues appreciate her willingness to partner and collaborate on all things MCFA.

VELVET PEARSON, Long Beach City College FA, for being the definition of the words “faculty advocate” in her role as grievance chair. Educating our faculty about the contract is a role Pearson takes seriously, presenting “Know Your Contract” brown bag workshops and developing clearer steps on what needs to be done when faculty take leaves, particularly maternity leave. She has built a successful relationship with the human resources department, intervening at times with the appropriate administrator, thus preventing a longer formal grievance. Pearson always finds time to give an ear to any faculty who express a concern about a possible contract violation and helps them to navigate a solution.

JESUS GUTIERREZ, Citrus College FA, for his gung ho attitude, acquired while serving in the United States Marine Corps, which has been an inspiration as he applied his attention to detail and level-headed thinking to various union activities and leadership roles. As co-chair of the PAC Committee, he was instrumental in signature gathering for the SCF initiative, and has contributed to revisions of CCFA’s local bylaws and standing rules.

GARY ENKE, Mt. San Antonio College FA, for fighting for faculty and students. He is called “a force of nature” by admirers, who say when Enke sees injustice, he will be the first to fight. Whenever an advocate is needed to organize faculty to show support for the union or to stand up for another faculty member, Enke is the first person called. He is credited as being “the best advocate” faculty could ask for.

EILEEN TEJADA, Napa Valley College FA, for effectively being the “squeaky wheel, the fly in the ointment, and the troublemaker.” During all of her leadership positions she has made positive change through fierce devotion to the union and the Academic Senate. Colleagues say Tejada is the union’s conscience, encouraging leaders to always fight for faculty, and reminding the union, “We can do more. We can do better.”

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Please see CCA HONORS FACULTY FOR OUTSTANDING SERVICE, p. 9 ▶