Part-Time Faculty Continue Fight for Parity
CCA Working To Win Equity and Respect for All

LIKE MOST PART-TIME FACULTY, Long Beach City College adjunct professor Karen Roberts applies for unemployment benefits at the end of every semester. Even after 20 years teaching art history at colleges throughout Southern California, Roberts relies on the state’s social safety net when colleges are closed for break.

“Every semester, we have to educate our members about unemployment.”

The lack of certainty about work is just the tip of the iceberg when it comes to the disparities endured by part-time faculty in community colleges across the state. Part-time faculty are paid less than their full-time colleagues, receive fewer benefits, often need to purchase their own supplies, and even have to fight for office space on campus.

Roberts says her contract stipulates that the college provide shared office space to all part-time faculty “when feasible,” though there is usually not enough for everyone.

Approximately 70 percent of community college courses are taught by part-time faculty, who often split their time at multiple colleges to make ends meet due to course caps. John Sullivan has been teaching English composition at two community colleges for 23 years, adding in work at a third college or university to earn enough to live.

“I teach on average five to six classes a semester to try to cobble together enough work to pay the bills,” says Sullivan, CCA secretary and a Riverside CCD Faculty Association member.

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“This will get me through the winter,” says Roberts, past president of Long Beach City College Certificated Hourly Instructors.

While the pandemic may keep us from meeting physically, CCA President Eric Kaljumägi says, staying connected as colleagues and union members is important, especially with so many challenges at hand.

“Please join us for this informative conference to help build our skills and grow our union,” he says. “Now more than ever, we need to advocate effectively for our safety, the health of our students and communities, and the vitality of our colleges.”

The CCA Bargaining Academy and the Building Strong Locals Academy will take place concurrently with the conference. The Bargaining Academy includes training on essential bargaining skills and provides up-to-date knowledge on bargaining law and district budgets, all in an interactive, team-based session.

The Bargaining Academy is limited to the first 40 participants who register. A minimum of two participants from a bargaining team is required for a chapter to participate, and advance registration is required. Register using the form located online at cca4us.org/conferences and submit by Jan. 22. (Note: Participants must register separately for the Bargaining Academy in addition to registering for the Winter Conference.)

The Building Strong Locals (BSL) Academy is designed to train and empower faculty members with an emphasis on strengthening local chapters. The application period for this year’s BSL Academy is closed. Visit cca4us.org/conferences/buildingstronglocals online to learn more about the program and to prepare to apply for next year’s BSL class.

Winter Conference Spotlights Advocacy
Jan. 29-30: Register Today for Virtual Event — Free for Members

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**New Year, Fresh Opportunities**

By CCA President Eric Kaljumägi

A COUPLE OF DAYS AGO, I glanced through a catalog and found an advertisement for a black T-shirt on which was written “2020 Very bad. Would not visit again.” I seriously considered buying it. While I could fill this page with reasons why I won’t be missing 2020, I’d rather look ahead to 2021, as the new year promises to earn a much higher rating.

Based on articles in the news and comments from medical professionals such as Drs. Anthony Fauci (NIAID) and Bob Wachter (UCSF), educators are likely to be included in the second or third round of COVID-19 vaccine prioritization. This means that you will likely be offered a vaccination sometime during the spring semester. Thus, while fall 2021 will probably not be “normal,” it will likely be the semester when many of us transition back to in-person instruction. In a recent CCA survey, 69 percent of members found distance education less effective than in-person learning, so I anticipate that many of us will be back in classrooms in 2022. CTA has published standards for bargaining a safe reopening, and all local presidents can get this information through their primary contact staff.

With regard to the state budget, the Legislative Analyst’s Office (LAO) now predicts that the state will enjoy a one-time windfall of $26 billion in 2021-22. This is more than enough to cover the $12 billion deferred from K-14 education in 2020-21, and we have high hopes that the deferment will be repaid. In addition, the Prop. 98 guarantees are estimated to increase funding for K-14 next year by roughly 3 percent. While the LAO predicts deficits in the following years, we can take heart that their predicted crash of the stock market didn’t occur. The stock market is strong, capital gains are occurring, and income tax is being provided to the state from these gains. There’s even some talk of a small COLA.

CCA’s advocacy work looks to be considerably expanded in 2021. We have identified and trained a local legislative lobby group to interact with our state legislators, and we have asked CTA to help us sponsor legislation that supports part-time faculty parity. In addition, we now have an updated process to include CCA in creating and updating CTA’s higher education policies. Although it looks like one or two State Council seats will remain empty this year, there are enough State Council delegates from CCA chapters to ensure that CTA’s work includes the community college voice.

The training work of CCA should also look better in 2021. After having to cancel our spring conference last April, we figured out Zoom and Webex and learned a lot from our first-ever virtual conference this past October. We expect to have a great virtual conference in January. There will be a new Building Strong Locals academy for those interested in learning about union work, and a variety of sessions on topics including negotiations, grievance processing and social justice. Since there are no travel or meal expenses to reimburse, we do not have to limit participation, so please sign up and take advantage of our conference!

One year ago, I had no idea that I would be soon working out of my garage each day with my physical social circle reduced to my two adult children. Six months ago, I had no idea that scientists would soon smash the record for delivering an effective vaccine against a novel virus. While my personal crystal ball is clearly not helping me predict the future, I think there’s good evidence that our collective viral nadir is right about now and that things should start to markedly improve. We will get through this, and CCA will continue to support your local union and advocate on your behalf. Here’s to a much better 2021!
EDUCATORS ACROSS THE STATE are celebrating the historic new requirement that will make ethnic studies a part of every CSU student’s educational experience.

With Gov. Gavin Newsom’s signing of AB 1460 (Weber), students entering college in the fall will be required to complete an ethnic studies course in one of four disciplines: Native American studies, African American studies, Asian American studies or Latina/Latino studies.

Cypress College ethnic studies professor Danny Lind says the new requirement is historic — for the field and for the experience of all students.

“It’s a long time coming. It’s great that it requires students at Cal State to take a class that focuses on the experiences of underrepresented people,” says Lind, a member of United Faculty North Orange County C.C.D. “This requirement is really important because it will force students to address issues that they might prefer to avoid and think critically about injustice, inequity and the experiences of Black, Indigenous and people of color.”

In the wake of last year’s nationwide protests against systemic racism and police brutality, Lind says, the need to understand each other is glaringly obvious and crucial to our future. The new ethnic studies requirement will expose students to potentially sensitive material they might otherwise avoid.

“It will help people be more aware of struggles, past and present,” says Lind. “It is really important that you understand the experiences of the people who live amongst you. Not knowing each other is a problem.”

DIRECTION TO COME AS SOME COLLEGES SCRAMBLE

While the new requirement is widely lauded as long overdue, there are some unintended impacts and unanswered questions causing concern for community colleges. CSU’s decision to designate ethnic studies as a lower division general education requirement means that students will be expected to have completed the course prior to transferring to university — at one of the state’s 115 community colleges.

Some colleges, like Cypress, already have robust offerings and will likely need to expand to meet the new demand by fall 2022. But other colleges will have a difficult time meeting these new needs and are scrambling to determine how to proceed. The California Community Colleges Chancellor’s Office estimates there are about 40 colleges that do not currently offer any courses that satisfy the new ethnic studies requirements. Lind says fewer than 50 have established ethnic studies departments.

The problem is compounded by the specificity in the ethnic studies law. Only courses offered by ethnic studies departments will satisfy the requirement, so courses on similar material in other departments only count if they are cross-listed with ethnic studies sections. Lind says the CSU decision was made without significant input from community colleges, which will need to expand offerings and hire faculty to meet the new needs.

“We’re going to be building and expanding the field, which is great, but we need the funding to meet the needs of our students.”

Lind notes that the disparity in ethnic studies offerings between colleges across the state means that students will likely flock to those with more options to meet their needs. So, while colleges that don’t have ethnic studies faculty will be looking to hire, those that do will be looking to expand and also hiring. With many ethnic studies faculty working as adjuncts, Lind says, there will likely be issues with caps on the number of courses they can teach further compounding the matter.

“The requirement is great — it needed to happen. But now we need to make sure it gets the funding it requires,” Lind says. “We need direction, funding, we need to plan, and then it all needs to be communicated to the colleges and students so no one gets left behind.”

Direction is expected from the Chancellor’s Office (cccco.edu) in March. The new requirement goes into effect for students graduating from CSU in 2024-25, and students entering college next fall are the first who will be affected.
While part-time faculty are capped at 67 percent of a full-time workload, they are only paid for the time they spend teaching courses — not the time needed to prep, grade or help students outside of class. Part-time faculty are not always paid for office hours or provided space to provide such assistance. Sullivan says that parity for part-time faculty means equal pay for equal work.

“Workload parity means that part-time faculty who are teaching nine units (three three-unit courses) should be reported as teaching 21 hours per week: nine hours teaching, nine hours prep/grading, and three hours office hours,” Sullivan says. “Pay parity means that we are paid the same for doing the same work, since we are expected to teach students according to the same standards as our full-time counterparts, we are required to have the same degrees, and we are expected to serve our students in the same exact way as our full-time colleagues, because to do otherwise would be discriminating against the students of part-time faculty.”

The disparity has lasting impacts on part-time faculty. In addition to making substantially less for doing the same work with the same qualifications, the pay gap means seasoned part-time faculty like Sullivan earn far less in retirement benefits. Sullivan says the lack of workload parity has also impacted his ability to obtain health insurance that he may need as he gets older.

Roberts says these inequities wear away at her self-esteem. “I think, ‘Wait, I went to graduate school for this,’” she says. “It’s demoralizing.”

Roberts says about a third of LBCC’s 700 part-time faculty turn over annually. This impacts not only the college, which is on a constant mission to find instructors to meet the need, but also the local part-time faculty association, which needs to devote time and resources to maintain and build power while losing members every year.

“The system is a form of union busting,” Roberts says. “We constantly have to be organizing new members. We can’t stop building membership.”

CCA Vice President Randa Wåhbe says many community college districts take advantage of the situation, balancing budgets on the backs of part-time faculty and using limited resources to divide and conquer full-time and part-time faculty. She says CCA is currently developing legislation that would close the parity gap for part-time faculty and end this ongoing inequity.

Sullivan is hopeful after working on the parity issue for the past 20 years, adding that CCA’s success thus far has been mixed despite a commitment to improving the working conditions of part-time faculty.

“We have lobbied for pay parity, retire rights, office hours and seniority, but we keep nibbling around the edges of the issue: the need to replace this discriminatory, inequitable faculty employment system with one that eliminates the gap between part-time and full-time faculty status while ensuring those who want to teach part-time are treated as equals,” Sullivan says. “CCA has been committed to that. The challenge has been in bringing the various faculty organizations and fighting the forces in this state and country that throw the word ‘flexibility’ around as if it is the air they breathe while claiming poverty at the colleges despite the inexhaustible creation of new administrative positions along with their high salaries, benefits and support staff.”

Look in coming issues of the Advocate for more about the part-time parity issue and CCA’s legislative solutions.

**CCA-SUPPORTED BILLS UPDATE**

**Governor Signs CCA-Supported Bills In COVID-Lightened Session, 48 Community College Bills Become Law**

CCA-Supported Bills Signed Into Law..............................................................

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<td>AB 376</td>
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<td>AB 1460</td>
<td>CSU Ethnic Studies Requirement</td>
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<td>AB 2234</td>
<td>Personnel Commission Conflicts of Interest</td>
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<td>AB 2884</td>
<td>California State Lottery Revenue Allocation</td>
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<td>California College Promise For Active Duty Military</td>
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CA A-V olt uir tly, L egislature F ocuses on Essentials

**THE COVID-19 PANDEMIC**

changed every aspect of life in 2020, and the California Legislature was no exception. Elected officials took up only the most critical legislation, considering far fewer bills than in a typical session. CCA reviewed all 208 two-year and newly introduced bills related to higher education (taking positions on 104) considered by the Legislature in 2020, and Gov. Newsom signed 48 into law. A complete list of the new laws can be found on the California Community Colleges website [cccce.edu](http://cccce.edu) (search for “enacted bills”).
The CCA Winter Conference will be hosted online using the CTA Attendee Hub. This online event platform is where attendees will be able to build their agenda, join sessions, meet with exhibitors, and more. The sessions will take place on Webex. Email ccaconference@cta.org with questions.

WINTER CONFERENCE SESSIONS (TENTATIVE)

- Advocacy on a Local Level — Legislators
- Bargaining Overview for Newbies
- Building a Positive Relationship Between the Union and the Academic Senate
- Communication With Board of Trustees Members — Best Practices
- Creating LGBTQ+ Services on Your Campus
- Governance Review of Bylaws
- Grievance Training
- Introduction to Canva: Social Media Shareables, Graphics and More
- Organizing in an Online Environment
- Part-Time Faculty Issues Committee Session
- Student CTA Session
- Unionism 101
- White Fragility Follow-Up Session

NEW BARGAINING TEAM MEMBERS

This session provides participants with an overview of the collective bargaining process under the Educational Employment Relations Act and will focus on tools and tips for bargaining newbies, including preparation advice, bargaining team roles, intra-team communications, and basic negotiations language skills. The session will also include an overview for non-bargaining members and how to determine a rational settlement.

BUILDING A POSITIVE RELATIONSHIP BETWEEN THE UNION AND THE ACADEMIC SENATE

Through facilitated dialogue, this session examines the relationship between the local association and the Academic Senate. Facilitators will share examples, discuss the pros and cons, and provide best practice advice on how to establish positive relations and effective communication strategies to support and advocate for members.

INTRODUCTION TO CANVA: SOCIAL MEDIA SHAREABLES, GRAPHICS & MORE

Do you wonder how people always seem to have such pretty graphics to share on Facebook, Instagram, Twitter, and Pinterest? Do you wish you had some design skills, but Photoshop is just too difficult? Canva, a free online graphic design maker, is an easy tool to make beautiful graphics in minutes. Learn how to make graphics to be used on social media platforms, websites, flyers, posters, virtual classrooms, and more!

Provident Credit Union’s Mortgage Program

Find your home and save.

✓ Exclusive 0.125% mortgage rate discount for CTA members
✓ $100 discount on a standard mortgage loan for CTA members
✓ Receive $250 towards closing costs from Provident Credit Union
✓ Exclusive Movable® feature
✓ Experienced and knowledgeable Provident Mortgage Consultants to guide you

Three ways to apply:

1) Online at providentcu.org/cta
2) Call (800) 632-4600
3) Visit your local branch

1) One-time credit of the additional $250 off closing costs on new mortgages is based on: (1) you having one of the following Provident products: home equity loan/line of credit, auto/boat/RV/motorcycle loan, checking with direct deposit, or certificate/IRA and (2) you must sign up for our automatic payment option when you sign your formal loan documents. If you do not have a qualifying product at the time of loan origination, you must open a qualifying product within one week of loan origination; qualifying product must be in existence at the time of loan underwriting.

2) Single family/owner-occupied condo, homes and second homes in California only. The Movable® option is available on S5S, 723S & 1010 fixed adjustable mortgage loans. Other restrictions may apply. Membership required. Subject to final approval.

Approved by

NMLS #412725 ©PCU 12/2020

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SCHEDULE OF EVENTS

Winter Conference/ Bargaining Academy/BSL

FRIDAY, JAN. 29

CCA Board Meeting
CCA Bargaining
New Delegates/Conference Attendees Orientation
CCA Building Strong Locals Academy - Session I
Professional Development Workshops - Session I
CCA Building Strong Locals Academy - Session II
Professional Development Workshops - Session II
Vendor/CCA Committees Showcase
General Session I & State Budget Update

SATURDAY, JAN. 30

CCA Bargaining Academy - Session II
CCA Building Strong Locals Academy - Session III
Professional Development Workshops - Session III
Vendor/CCA Committees Showcase
General Session II & Legislative Update

WORKSHOP HIGHLIGHTS

Check out these workshops and more. See cca4us.org/conferences for more information.

REGISTER TO SCAN
Focusing on Safety & Students

Professor Joins CCA Board

CITRUS COLLEGE professor Jesus Gutierrez is one of the newest members of the CCA Board of Directors, winning election as the District D director to complete the term ending this year. A member of Citrus College Faculty Association, Gutierrez has taught mathematics full time at the college since 2008. He is a graduate of the California community college system, attending Rio Hondo College after completing four years of active duty with the U.S. Marine Corps.

Gutierrez is active in his local faculty association, participating in union events, serving as an area representative, and winning a recent WHO (We Honor One) Award. He is a graduate of the Building Strong Locals Academy in 2019 and the California Leadership Academy in 2020.

The Advocate caught up with Gutierrez for a brief chat about his thoughts and vision for the coming year.

Q. What goals do you have for your time on the CCA Board?

A. I was elected to finish off a two-year term, but I will be running for re-election. My first goal is to maintain consistent communication with the college I am representing and the CCA Board. My second goal is to continue consistent communication in my role as District D director on the CCA Board.

Q. Can you share some words for your fellow CCA members who are continuing to reach and teach in these extraordinary conditions?

A. I am very proud of the work we are doing in helping our students not delay success. I know firsthand what hard work looks like, and we are doing it.

Q. How can community colleges best support students through these unprecedented times?

A. Community colleges need to stop canceling classes. Our students need to know that community colleges are committed to meeting their educational needs.

Q. Any final words?

A. I feel humbled to be able to represent professionals that do so much for our students. Equally important, I am passionate to advocate for our profession so that we can continue to maximize our students’ potential.

Q&A with CCA Board Member

CHRIS CRUZ-BOONE

an assistant professor in the department of communications at Bakersfield Community College, was recently elected to serve as District D director on the CCA Board.

The Kern CCD/CCA member has an impressive record of leadership in her work and in the labor movement. In November, Cruz-B Boone also won election to the Bakersfield City School District Board of Education.

The Advocate checked in with Cruz-B Boone to discuss her goals as a CCA Board member, top issues facing higher education, and her thoughts on distance learning.

Q. What goals do you have for the next two years on the CCA Board?

A. I spent the first 11 years of my career as a contingent faculty member and will continue to be an ally for advance faculty throughout my term. Another major goal for me is to contribute to the equity work that CCA has undertaken and help nurture its implementation within my own district. I am honored to be part of a board that is taking bold stance on social justice as part of our union culture.

Q. Can you share some words for your fellow members who are continuing to reach and teach in these extraordinary conditions?

A. Could Robin Williams have become captain to a screen full of black boxes? Could Socrates have inspired Plato to write his dialogues via Zoom? And good enough to teach and reach my virtual students no matter how bleak the place from which they connect? I am firmly resolved that the answer to all these questions is unequivocally may. The secret that no one tells you when you get started as a community college professor is that the job is one part entertainer and two parts content expert. Each meeting, we receive a captive adult audience, and we introduce to them the subject area to which we have devoted our lives. There is a thrill of watching that spark of comprehension for even just one student. Sometimes the stars align and you get that session where everything comes together with attendance and engagement, and that magical moment drives you through the bad days, as you try to recapture that euphoria.

I have not seen a face-to-face spark in a student since March 2020, and the cacophony of black boxes dulls my gratitude list, but more importantly, keep searching for the spark, because even though you may not see it, we have to believe it is still there.

Board Member Spotlight: KAREN ROBERTS

Elected Office: CCA Board of Directors, District F(1)

Representatives: Chaffey College FA; Chaffey Child Development, CHI Long Beach City College, Long Beach City College FA, UF North Orange County CCD

Term: Complete unexpired 2019-21

Local Association: CHI Long Beach City College

Experience: Former 10-year president of her faculty association; past CCA Board of Directors member; graduate of Building Strong Locals and NEA Emerging Leaders academies.

Top Issues: Funding and student equity.

Funding needs are exacerbated by the current disaster and Wi-Fi in order to successfully complete assignments. In addition, students need emotional support given how isolated everyone is because of the pandemic.

In Her Own Words: “I think we’re all struggling to find ways to connect to each other and students. Some days we’re more successful at that than others. Self-care is important.”

Sending Solidarity in the Mail

COCFA Spreads Joy With CCA Grant

AFTER A YEAR LIKE NO OTHER, Brittany Applen wanted to show her fellow College of the Canyons full-time faculty that their union appreciates their extraordinary efforts to teach and reach students.

Just before the holidays, the College of the Canyons Faculty Association (COCFA) secretary assembled and mailed “envelopes of joy” to all 220 members in appreciation of their work. These packages were filled with COCFA-branded items that members can use as they deliver instruction from home, including a webcam cover, a mousepad, a phone holder, pens, and an eco journal. "These items will be useful throughout the year to our faculty and are specifically helpful now as they work from home,” says Applen, who spearheaded the project. “We wanted to remind our faculty who COCFA is; who we serve, and that we are here to assist them.”

The project was funded through a CCA Membership Development Grant, which provides up to $5,000 for membership activities including membership recruitment activities, promotional items, funding to send members to CCA conferences, and appreciation events for faculty. Any CCA chapter can apply for a membership development grant. Applications are found at cca4us.org/formsgrantsandawards. Talk to a leader in your local association with ideas for potential projects.

COCFA President Nicole FAudrey says that while the association has more than 100 percent membership, it is a small number of who are actively involved in union meetings, collaboration, Representative Council and other association responsibilities.

Membership retention remains a concern for COCFA leaders, and Applen hopes that the envelopes of joy will be a visible reminder of the faculty association while helping to spur more engagement.

“During this distance learning model, and at the conclusion of one of the hardest semesters any of us has endured, I think these gifts will be appreciated,” Applen says, noting that the grant made it possible. “We’re so grateful to CCA for opportunities like this.”

Our Promise

TO SUPPORT THOSE WHO SUPPORT OUR CHILDREN

That’s why we’re working with California Teachers Association to provide access to auto and home insurance designed exclusively for you and your fellow educators. It’s our policy to do more for the people who give more. Starting with you.

Exclusive Member Benefits | Payment Skip Options | $0 Deductible Waiver
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Your card. Your rewards. Your way.

1% UNLIMITED CASH BACK everywhere, every time

2% AUTOMATIC CASH BACK at grocery stores and wholesale clubs

3% CASH BACK in the category of your choice
Gas | Online Shopping | Drug Stores
Home Improvement & Furnishings
Dining | Travel

Earn 2% and 3% cash back on the first $2,500 in combined grocery store/wholesale club/choice category purchases each quarter, then earn unlimited 1%.

Plus a $200 Amazon.com Gift Card Bonus

after you make at least $500 in purchases within the first 90 days of account opening (students not eligible)

CONTACT US TO LEARN MORE OR TO APPLY TODAY:
call 888.758.7946 or visit newcardonline.com Mention Priority Code NAABDL

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Shine a Light on Outstanding Members

Award Nominations Are Now Open

Have a co-worker who always goes above and beyond? Know of an unsung hero who's always there whenever fellow members need? Shine a light on these outstanding members and nominate them for a CCA award!

The nomination period is now open for CCA State WHO Awards, Chapter WHO Awards, Faculty Equity and Diversity Awards, and CCA Advocacy Awards. Nominations are due in spring, and forms for all awards are located online at cca4us.org/formsgrantsandawards. The winners will be announced during the CCA Spring Conference.

CCA Advocacy Award

This award is based on the spirit of advocacy and promotion of union activities. The CCA Advocacy Award is given to members who have supported, promoted, recognized and educated their communities about the importance of unions and union advocacy.

Nominations can be submitted by members or chapters (self-nominations are prohibited).

CCA State WHO Award

The State WHO (We Honor Ours) Award is bestowed upon a CCA member who has made significant contributions to our union at the state level. The nominee should have a distinguished record of leadership, with significant contributions statewide.

Any CCA member or chapter may nominate.

CCA Chapter WHO Award

The Chapter WHO Award is for any CCA/CTA member or staff person who has made significant contributions to their local association and the teaching profession. The nominee should have a record of leadership and advocacy at the local level — statewide contributions are a plus.

Each local association may nominate one chapter member for this award.

Please see a local leader to suggest a deserving nominee.

CCA Faculty Equity and Diversity Award

The LGBT Award in Honor of David A. Sanchez, CTA’s first openly gay president, recognizes faculty who have supported, promoted and educated our community college family regarding LGBTQ issues.

The Ethnic Minority Award in Honor of Mary Ann Pacheco, a Hispanic professor at Rio Hondo College, is given to faculty who promote equal access and treatment for minority groups on campus.

The Part-Time Faculty Award in Honor of David B. Milroy, a longtime faculty activist, is awarded to faculty who have worked to improve working conditions for part-time faculty.

Any member or chapter can submit a nomination, and the nominee must agree to being nominated.