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ADVOCATE

The Official Newspaper of The Community College Association/CTA-NEA

CCA focuses on advocating for all faculty, students

Governor's budget proposal raises issues

Increased funding for colleges

There is a lot of work happening at the state Capitol before Gov. Gavin Newsom's revised budget is unveiled in May and the final budget is adopted this summer.

The governor's budget proposal will help ensure access for all students, enabling them to further receive a tuition-free community college education, according to Ed Gomez, chair of CCA's Legislation and Advocacy Committee.

The proposed budget includes an overall 7 percent increase to community colleges and a 3.46 percent overall cost-of-living adjustment (COLA), as well as COLA for various categorical programs.

CCA advocated for part-time categoricals to provide office hours, health care and parity, which are reflected in the budget. CCA believes those categoricals should also receive COLA as "these faculty are key to providing student access and success," said CCA President Lynette Nyaggah.

"By supporting part-time categorical programs, especially part-time/adjunct salary parity, California is providing support to the bulk of the faculty population within the community college system."

Funding formula should promote student success, not "just" completion

CCA supports holding the Student Centered Funding Formula at its current ratio of 70-20-10 to further explore limits and definitions within this formula.

The initial base funding proposal was a 50 percent base grant based upon enrollment. CCA/CTA legislative advocates noted that one of the funding difficulties for community colleges is the boom and bust cycle: Booms are great for categorical aid, but bust cycles midyear mean cuts, and ongoing cuts devastate budgets and undermine past gains.

CCA questioned whether a 50 percent base grant would be adequate for future years to meet increasing costs facing districts on core issues, resulting in more districts tightening belts and negatively impacting faculty. CCA leaders and CTA education advocates saw what happened with special education, utilities and other issues in the K-12 LCFF (Local Control Funding Formula), and took that information to lawmakers to make the case for increasing the base grant.

"We also asked for a 10-year cost analysis to reflect projected cost growth to see if the 50 percent would be enough," Nyaggah said. "They came back and said you're right — an increase would be better."

Also, when this formula was proposed by former Gov. Brown, CCA/CTA opposed the Student Success Incentive Grant, which was designed to provide additional funding based upon the number of students receiving degrees and certificates,

as well as the number of students who complete a degree or certificate in three years. The Student Success Incentive Grant is performance-based funding, which CCA has always opposed.

"While we continue to share the goal of student completion, we also believe in the importance of supporting students as they explore and discover their career paths," Nyaggah said. "For students to be successful, it is imperative that they retain the critical skills needed for success in the workforce, which may not meet the same time frames and degree metrics set out by this incentive grant."

Studies show that districts directed in this manner often reduce high-cost programs, such as career technical education, or de-emphasize programs that do not tend to yield high student performance, Nyaggah noted. "Especially concerning is that the states which instituted this type of performance-based funding show a decrease in the number of associate degrees and an increase in the number of short-term certificates."

CCA/CTA believes that this would be not be a positive step for California. As a result, CCA/CTA continues to oppose this portion of the Student Centered Funding Formula and urges the inclusion of faculty-centered metrics, which provide direct access and support to students to help them on their career path.

Pay and pensions to recruit and retain

CCA supports providing additional funding to increase the number of full-time faculty to meet and exceed the 75 percent full-time faculty provision of AB 1725.

CTA also supports \$3 billion from the General Fund for a one-time extra payment on behalf of school and community college districts to the California State Teachers' Retirement System (CalSTRS) to reduce long-term employer liabilities. Of this amount, \$700 million would be provided to buy down the employer contribution rates in 2019-20 and 2020-21 by 1 percent.

"This critical assistance to employers would provide additional economic support at the local level for districts that have still not fully recovered from the recession," said Nyaggah. "And it would help to attract and retain quality faculty."

The remaining \$2.3 billion would be provided to pay down school and community college districts' long-term unfunded obligations, saving school employers approximately \$6.9 billion over the next three decades.

The governor also proposed to utilize 2018-19 Proposition 2 dollars for an extra state payment of \$1.8 billion to pay down the state share of the CalSTRS unfunded liability, resulting in estimated savings of \$7.4 billion over the next three decades. ■

CCA/CTA-Sponsored Legislation Highlights

CCA's Legislation and Advocacy Committee has for years proposed legislation to benefit community college faculty and students. Overall, there have been more successes at passing legislation than not. The issues addressed include 75/25 enforcement, due process rights and job security, re-employment rights, equal pay and benefits, Social Security benefits, uniform salary schedule, and a myriad of college funding issues.

CCA helped pass:

- **AB 647** (*Horton, 2001*) — Enacts the Whistleblower Protection Act for community college faculty.
- **AB 649** (*Negrete McLeod, 2001*) — Requires community college districts to provide the Cash Balance Benefit Program to part-time employees and allow those employees to elect coverage under that program, Social Security, or an alternative retirement plan.
- **AB 1241** (*Bob Pacheco, 2001*) — Establishes a preparation program for community college students wishing to become teachers.
- **AB 1245** (*Alquist, 2001*) — Requires the California Community Colleges Board of Governors to create an evaluation tool and strategy for creating more full-time tenured positions, and requires the Board to adopt regulations to implement these provisions.
- **SB 955** (*Burton, 2003*) — Exempts all paid professional and faculty development ancillary activities from being counted against part-time faculty members' 60 percent work time ceiling or for tenure or full-time employment purposes. (Load limit is now 67 percent.)
- **AB 1690** (*Medina, 2016*) and **SB 1379** (*Mendoza, 2016*) — Require districts to negotiate re-employment rights for part-time faculty.

Online Resources

FOR DETAILED INFORMATION on CCA/CTA's legislative advocacy, go to these websites.

CCA Political Action
cca4us.org/legislationpoliticalaction

CCA/CTA Legislative Positions
cta.org/legislation

Search Bills & Legislation
leginfo.legislature.ca.gov

Contingent faculty are educational employees

Equal pay for equal work is a social justice issue

By CCA President **Lynette Nyaggah**

AS I PREPARE to hand over the baton to the next president, I wish the new leadership the best in their ongoing work to make the future more promising for our community college faculty and students. I have enjoyed my time serving all of you as your president, and I know that CCA will forever be a force for good in the state of California.

In this, my last column, I feel compelled to write about the most difficult and disheartening aspect of community college education — the reliance of the system on contingent faculty. We are deluged in this country by the trend toward the “gig economy,” in which employees move from contract to contract, usually without benefits, retirement, or an assurance of ongoing employment. As a labor organization, we condemn this trend, and we should. However, we still have tens of thousands of contingent faculty working side by side with permanent faculty in our community colleges.

At the Winter Conference, one of our colleagues, a part-time faculty member from our Riverside chapter, asked a critical question: “Why isn’t it illegal for faculty not to get equal pay for equal work in the community colleges?”

Why indeed? CTA policy, which for higher education comes from us in CCA, states that “all educational employees” should be paid on a salary schedule and should be given health benefits by their employers. Part-time faculty are educational employees. And yet, our contingent faculty rarely get equal pay (“parity”). They are *not* paid the same amount for all the work they do connected with teaching — preparation, classroom or online presence, and grading, along with SLOs and other unpaid ancillary duties. Nor do they get medical benefits.

Thankfully, due to the work of one of our CTA advocates, districts must offer their contingent faculty the CalSTRS defined-benefit retirement system. But although they may be paid on a salary schedule, it is seldom the same salary schedule as their permanent counterparts. More often than not, they are simply paid an hourly rate with perhaps some increases after a few years. They get no credit for their years of experience or degrees or units.

Those of you who know me will remember that I have always advocated for a uniform salary schedule for *all* the faculty at a given district. In fact, in 1999, when I was already involved in CCA, CCA/CTA sponsored a bill calling for a uniform salary schedule, and it did reach the governor’s desk. But it was vetoed. So we have always

recognized the inherent injustice in not paying everyone equal pay for equal work.

What can we do? I will make some suggestions for the future. First, we need to bring back the legislation that requires districts to place both permanent (full-time) and contingent (adjunct, associate or part-time) faculty on the same salary schedule. It is called a “uniform” or “unified” salary schedule. At my college, Rio Hondo, we have always done this, so I was surprised when I got involved in state-



Lynette Nyaggah

wide office and found that we were an anomaly. Of course, the part-time salaries are paid using a percentage defined in the contract as “parity,” because full-time faculty have other duties in the contract, such as participation in committees, department and division responsibilities, and campuswide bodies. Parity should have been defined in everyone’s contracts years ago when the state offered parity pay to raise part-time salaries. Undoubtedly, districts will resist doing this, claiming that it is too expensive.

So, my second suggestion is to make it a priority at the state level to get permanent parity pay for part-time faculty. Our new governor is committed to social justice, and this is clearly a social justice issue: equal pay for equal work. Our CTA budget advocate is currently working for this outcome, as CCA has made it a priority.

Finally, we have to commit in our local bargaining to raising the parity factor to at least 80 percent in reality, not just in words, and to securing medical benefits for all faculty. It is simply unacceptable to have faculty working with us who do not make a living wage and do not have the health benefits that we need to do our work effectively.

Unions have always been devoted to negotiating salary, benefits and working conditions, but have also been drivers in securing human rights and civil rights for all people. I hope that CCA will continue the good work we have done in supporting our colleagues who now have the opportunity to access a defined-benefit retirement system and who have re-employment rights, but still need a decent salary and health benefits in order to do the same work as those of us who, as full-time faculty, have always had those advantages. ■

Editor’s note: Lynette Nyaggah was first elected CCA president in 2013. She served as vice president for the six years prior, and has served at the local and state levels for nearly all of her career.

ADVOCATE

The Community College Association has become one of the most powerful voices for community college faculty, striving to improve teaching conditions and the quality of the community college system through collective bargaining, lobbying and representation activities.

It is an affiliate of the California Teachers Association and the National Education Association.

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The CCA *Advocate* is also available online at the CCA website:
cca4us.org

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Spring 2019 CCA Calendar

The Force Awakens: Social Justice and Positive Changes
MAY 18
San Bernardino Valley College
Email: epsd16@gmail.com

CTA #RedForEd Day of Action
MAY 22
cta.org/RedForEd

CTA Presidents Conference
JULY 18-21
Fairmont San Jose
ctago.org

Become a CCA Leader

AS A COMMUNITY COLLEGE faculty member, you always have an opportunity to make sure that your union is moving in a direction that serves all students and community college faculty. Getting involved in the governance of CCA is one way to do that.

Involvement at the local chapter level is often the first step. Involvement can be as simple as offering to bring cookies to a meeting or carrying the cooler with drinks. Whatever your talents or interests are, your local chapter will appreciate you! At some point, you might want to chair a committee, such as the membership or grievance committee, or even run for office, but that kind of role is not for everyone. Just find what you enjoy and join the family! We see our union, locally and statewide, as a family that supports each other. If you look at making decisions on who leads your union that way, you will realize that voting on our leadership is a way of determining the direction, priorities and tone of the union.

You are encouraged to run for office at the local and state levels. The following is a brief overview of how your chapter and CCA work and how you can participate.

Local Chapter

Chapter officers are elected by members. You know the people at your college, and you choose the leaders who you think will do a good job. Each local gets to decide how it is run, within the guidelines that all CTA bargaining units follow.

Representative Council

At many, but not all, of our chapters, locally elected delegates, usually representing departments, attend Rep Council meetings. Delegates set policy and make decisions for the association throughout the year.

CCA Board of Directors

In addition to the CCA officers and geographical district directors, the CCA Board includes four at-large directors representing Racial/Ethnic Minorities, Northern Part-Time Faculty, Southern Part-Time Faculty, and Women. The CCA Council parliamentarian and California's higher education representatives on the CTA Board of Directors, the CTA/ABC Committee (PAC), and the NEA Board of Directors sit on the CCA Board as ex officio nonvoting members.

The CCA Board is responsible for transacting the business of the Association and implementing policy and program directives of the CCA Council. The Board also proposes the budget, develops policies, and proposes changes to bylaws. Board members are elected to two-year terms.

CCA Officers

The president, vice president, secretary and treasurer serve two-year terms and may serve up to three consecutive terms in a given office. Each of the officers has an area of responsibility. The president is the official spokesperson of CCA and works with CTA governance and staff to implement CCA programs and policies, and to ensure that the organization represents its members effectively. The president is on full-time release from teaching duties in order to serve CCA members at state and national levels.

CTA State Council of Education

Locally and regionally elected delegates from all over California representing K-12 and higher education (community colleges and CSU campuses) attend meetings of the California Teachers Association's highest policy-making body four times a year. The primary role of State Council delegates is to make policy and take positions on legislation and the state budget. They also consider resolutions and new business items, consider changes to the CTA Constitution and Bylaws, make recommendations to the CTA Board of Directors, and decide on the CTA budget and dues amount.

NEA Board of Directors

The National Education Association Board of Directors serves as the policy-making body when the NEA Representative Assembly is not in session. California's NEA directors include one representing District 15 (higher education) and one at-large director from higher education.

NEA Representative Assembly

California delegates to the NEA RA are elected by members of Service Center Council Districts, including one district for CCA members. This policy-making body meets for approximately one week each summer to adopt the NEA budget, approve resolutions, approve changes to the NEA Constitution and Bylaws, and act on business items regarding programs and policies of the NEA.

NEA Executive Committee

Executive Committee members are elected by the NEA RA to serve three-year terms (two-term limit). There are six at-large positions on the Executive Committee, and these individuals have "teaching partners" in their schools so they can be free to serve as needed anywhere across the country on behalf of members and the Association. Currently, California has two members on the Executive Committee.

NEA Officers

The president, vice president and secretary-treasurer are elected by the NEA RA for three-year terms (two-term limit). These persons function as the spokespersons for NEA and work with the NEA Executive Director to implement NEA programs and policies. ■

CCA Elections

THE OFFICES OF CCA president and vice president will be decided by delegates to the CCA Council on the weekend of April 26-28. Nominations can be taken as late as Friday night of the conference, according to CCA Bylaws. Those running for president and vice president are listed below in the order of the 2018-19 CTA alphabet. Find information on CCA colleagues running for statewide elected positions at cca4us.org.

Candidates for CCA President



Johnnie Terry, Sierra College



DeWayne Sheaffer, Long Beach City College



Eric Kaljumägi, Mt. San Antonio College

Candidates for CCA Vice President



Fola Odebunmi, Cypress College



Randa Wahbe, Cypress College



Patrick Mitchell, Merced College





Save the Date: May 22 Is CTA's #RedForEd Day of Action

CTA AND CCA MEMBERS will lobby lawmakers and rally in Sacramento on May 22, as part of a major push for more school funding and more accountability for charter schools, whose unfettered growth has caused a financial drain on neighborhood schools throughout the state. The event, which will include opportunities for all CTA/CCA members to participate through social media and local action, will highlight our package of supported and co-sponsored charter bills. We will also be spotlighting the Schools and Communities First initiative, which CTA supports for the November

2020 ballot. That measure would generate \$11 billion annually for our schools and local community services. You can learn more about our charter-related bills and the initiative on the CTA website. RSVP at cta.org/dayofaction, and check out the Day of Action digital toolkit at cta.org/redforded, complete with shareables and sample posts so you can help spread the word. In addition to the May 22 Day of Action, local CTA legislative contact teams will be visiting lawmakers in their home field offices throughout April and May. ■

RSVP and learn more about the May 22 **#RedForEd** Day of Action at cta.org/dayofaction.

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Bring equity and social justice to community colleges

May 18 Social Justice Plan of Action — Register Today

The Force Awakens 2019: A New Hope is a one-day conference devoted to bringing awareness to equity and social justice issues facing community college faculty and students. Faculty attending the conference on May 18 will have a day of



"courageous conversations" and will have the opportunity to create local and statewide action plans that address social justice issues.

"We urge you to take advantage of this wonderful opportunity to work together as faculty. With strategic planning, goal setting and action, we can bring more equity and justice to our local community colleges," said Elias Escamilla, chair of CCA's Faculty Equity and Diversity Committee (FEDC) and event organizer.

The conference will be held May 18 at San Bernardino Valley College, 701 South Mount Vernon Ave., San Bernardino. Breakfast and registration start at 9 a.m., and the "courageous conversations" start at 10 a.m. The day is scheduled to be done by 3:30 p.m.



Registration is strongly encouraged for planning purposes. For more information, email Escamilla at epsd16@gmail.com. To register, go to cca4us.org or scan the QR code at left. ■

Virtual Reality Brings Field Trips to the Classroom

IMAGINE BEING ABLE to take your students to visit the Great Wall of China, Independence Hall in Philadelphia, the Louvre, or even the planet Mars — without ever leaving the classroom. Introduce your students to a new way of learning with virtual reality (VR) and augmented reality (AR).

With VR and AR, faculty are not limited by the space of the classroom or the size of the campus. VR lets you explore the world virtually, allowing teachers to guide students through 360-degree scenes, pointing out interesting sites and objects along the way. AR inserts virtual 3-D objects into the classroom, allowing close inspection of things that may be difficult to see in the real world and bringing abstract concepts to life.

You can experience VR and AR with the Expeditions app, available for Android and iOS devices, or with Google's virtual reality viewer, dubbed "Cardboard." It's cheap and easy to use.

Cardboard is part of Google's Expeditions Pioneer Program, which offers virtual journeys to

more than 100 destinations. Each destination includes educational content developed in partnership with organizations like PBS, the American Museum of Natural History, the Planetary Society, and the Wildlife Conservation Society.

The program's free kits include Cardboard viewers and Android phones for students and faculty, a teacher-operated tablet, and preinstalled software that will keep the viewers synced together. Teachers set a virtual destination to send the whole class on a trip together.

Other companies with VR devices include Sony, Samsung, Oculus and Amazon, though high price tags preclude them from wide educational use, at least for now. Meanwhile, non-Google educational apps for Cardboard and other platforms are popping up almost daily.

Faculty can also create their own virtual adventures. With Tour Creator, teachers can build virtual field trips or empower students to create their own immersive tours. You can create a virtual real-

ity tour using your own 360-degree or 180-degree photos, Cardboard Camera photos, or images from Street View directly in the browser.

Another option: Faculty can become content partners. Current partners include leading museums, universities, laboratories and publishers, which have developed more than 1,000 VR and AR tours. If you'd like to become a content partner, sign up at google.com/edu/expeditions. ■



Expeditions Pioneer Program kits include Cardboard viewers with Android phones for 3-D virtual reality viewing.

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Social Justice Radio Hour Promotes Courageous Conversations

The “social justice and equity guys” at San Joaquin Delta College in Stockton take to the airways every week to discuss social justice issues and political topics.

In-Lak’ech Radio Cosmico: A Discussion on Social Justice and Equity is recorded monthly, and the prerecorded episodes are broadcast every Tuesday at 3 p.m. on 93.5 KWDC and RadioFX. Topics include trying to define social justice, voting and social justice issues, social justice for victims of sexual assault, Thanksgiving issues, the migrant caravan, Martin Luther King Jr., white privilege, and Cesar Chavez. (“In-Lak’ech” is a Mayan greeting: “I am you, and you are me.”)

The hosts, all members of the San Joaquin Delta College Teachers Association, discuss issues based on their discipline. Ricardo Aguilar teaches Spanish and addresses issues from the perspective of how language and culture impact them. Mario Moreno teaches art and shares the visual arts perspective. Evan Wade teaches African American and U.S. history, and provides the historical perspective. Steve McCarty teaches business law and provides the legal perspective.

And they have a good time. Listeners enjoy and appreciate hearing the perspectives. The gentlemen say this project can and should be duplicated at community colleges across California. “There is power in community college radio,” says Wade. “It is good to have courageous conversations about issues we don’t always deal with every day.”

“This country was founded on ideas based on equality,” he adds. “One reason we are not prepared to talk about race, class and gender issues today is because we have such a narrow historical perspective. This show provides us opportunities to dialogue about issues of oppression and social justice, and how they impact us today.”

McCarty agrees. “Conversations like this put the ‘community’ in community college. It gives us opportunities to talk about state and national issues that have local implications.”

Aguilar came back from a CTA Equity and



The team that makes the Social Justice Radio Hour possible includes (from left): Adriana Brogger, Mario Moreno (who goes by the on-air name Don Ramón Café), Britney Marquez, Evan Wade (Phenon X), Ricardo Aguilar (Segismundo), and Steve McCarty (Dr. Love). Photo by Angel Lopez.

Human Rights Conference and asked his colleagues, who make up the SJDCTA Social Justice Committee, how they could truly share ideas about social justice issues.

Moreno says, “The radio show was an overdue idea we had been talking about for some time.” He contacted the radio and TV broadcasting department, and to his delight, “Adriana Brogger was excited by the proposal. You see, *In-Lak’ech Radio Cosmico* is really made possible because of faculty working together at Delta College.”

Indeed, the logo was created by graphic design faculty member Michael Oliva, who is also designing T-shirts. Students producing the radio show are enrolled in Adriana Brogger’s audio production classes. Brogger is the first woman and person of color to be radio/television/multimedia associate professor and KWDC general manager. She says, “Podcasts and audio in today’s media resonate with students. And college radio is still live, and is one of the best places to exchange ideas and messages with the community.”

“Sometimes at community college there’s a disconnect between faculty, students and community. There aren’t many platforms to bring faculty, students and the community together to have courageous conversations,” says Wade. “We’re all impacted by different questions relating to social justice. Stockton is in the heart of San Joaquin County, and it gets distorted, negative publicity because of barriers our community members face. This is an out-of-classroom space that benefits faculty, students and the community.”

The #MeToo movement from a man’s perspective

The gentlemen brainstorm topics, taking turns facilitating the conversation. Some topics are personal, others academic. “What is social justice?” was the topic of the first radio program. The discussion centered on social justice issues arising when migrants cross the border and are separated from their families.

Wade picked the second topic: the #MeToo movement. Why? After Brett Kavanaugh was confirmed as a Supreme Court justice, he says, “I wanted to have a dialogue around accusations and history of sexual terror and violence. It was interesting to have this all-male conversation about male conduct with and against women.”

They discussed how, in this and other countries, violence against women is historically given a pass. “We used the Kavanaugh situation as a case study of social justice. Is there due diligence by elected officials? How do politics get in the way of social justice and maintain oppression against individuals and voices? If there is someone on the local, state or national level who has a history of racism, sexism or other types of discrimination, how can we successfully deal with that?”

Future topics under consideration include prisons and incarceration issues, the legal justice system, and how flaws in the law don’t lead to social or moral justice. Education is also on the list, as they plan to examine institutional reasons the education system fails students, and how education can be a solution to social justice issues. ■



Listen In!

Student executive producer Angel Lopez produced an online story about *In-Lak’ech Radio Cosmico* for a student-created program called *Behind the Mic*. Hear both programs and more college radio programming on the free RadioFX app, which is dedicated to college radio stations. Radio programs are also available on podcast and can be heard live. Listeners can call in and ask questions at 209-954-5526.

In-Lak’ech Radio Cosmico airs on KWDC-LPFM 93.5 Delta College Radio, a low-power FM radio station licensed to San Joaquin Delta College in Stockton. Listen to the show at kwdc.fm/blank.