

ADVOCATE



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

Volume 56
Number 3
MARCH 2021

PART-TIME COMMUNITY COLLEGE FACULTY FACE CHALLENGES

By **Sherry Posnick-Goodwin**



Chris Holland has been teaching communication studies part time in Bakersfield College for a decade, hoping it might lead to a full-time tenured position. Recently classes that she was scheduled to teach were eliminated, leaving her with just three units. So Holland, who has a master's degree, works for Instacart to pay the bills



Noushin Seddighzadeh, a part-time math teacher at five campuses — including Saddleback, Orange Coast and Santa Ana colleges — has a master's degree in math and finance. But she makes so little money from all her part-time jobs that she can't support her children without driving for Amazon delivering groceries.



Chantel Perales has a teaching load of 18 units this semester between San Joaquin Delta College, Los Rios CCD and Contra Costa CCD. The English professor has a master's degree but makes half of what a full-time professor makes at any of the colleges where she teaches. Survival, she says, is a struggle.

These adjunct faculty struggle to survive in regular times, but life in a pandemic has become even more stressful, as some colleges have cut classes and side jobs have dried up. Before the pandemic, many adjuncts spent hours driving from college to college as “freeway flyers,” but most work online now.

Adjuncts are paid much less than full-time faculty, and by law must have the same minimum qualifications. The salary gap varies from campus to campus; some adjuncts make half the salary of full-time instructors.

Some adjuncts can't afford health insurance. When Holland was injured in a motorcycle accident, she used the settlement from insurance to pay her hospital bills because she doesn't have health insurance. Neither does Seddighzadeh; she and her children use the emergency room when ill. Perales has an extremely high deductible and pays for all her prescriptions out of pocket.

Dana DeMercurio, an adjunct professor who teaches communication studies at four campuses — Folsom Lake, Sierra and San Joaquin Delta colleges plus a school in Michigan — says the amount she pays for health care is based on her workload. When her courses are cut and her income goes down, the amount increases.

When DeMercurio shares that she works at four colleges and teaches 27 units, people assume that she makes a good living. They are surprised to learn that despite the prestige of being a college professor, she barely makes ends meet.

“There's a lot of poverty among part-time faculty. We have yard sales. One professor I know sold her mattress to pay the rent.”

“It's a real burnout,” says DeMercurio, who has a master's degree and is a member of San Joaquin Delta College Teachers Association (SJDCTA). “We have to work many more hours than a full-time employee to make enough money just to have a normal life.”

The situation is an issue of fairness and compassion, says CTA President E. Toby Boyd. “CTA works on behalf of all educators to ensure they are supported professionally and treated with dignity,” he says. “Adjunct professors should not be living in poverty or barely scraping by because of unfair pay systems. That's why CTA and CCA are co-sponsoring Assembly Bill 1269.” (See PAGE 3)

WHY ARE ADJUNCT FACULTY UNDERPAID?

Community colleges made a conscious choice to hire more part-time than full-time employees to deliver high-quality, low-cost instruction. Hiring lots of part-time educators saves money, because colleges can pay them less in salary and benefits.

“Prior to Prop. 13, almost all of the community college faculty was full time,” recalls CCA President Eric Kaljumägi, a mathematics professor at Mt. San Antonio College. “At that time, funding for colleges was cut. Now you have tens of thousands of part-time instructors. At my school, our part-time English faculty peaked at 100, which could probably be filled by 45 full-time positions.”

As at-will employees, adjuncts can be let go without cause. When enrollment drops, their classes may be reassigned to other faculty, leaving them scrambling. Some adjuncts say they feel like second-class citizens and their full-time colleagues are unaware of the challenges they face. While some individuals teach part time as a second job or for supplemental family



When Chris Holland's classes were eliminated recently, she had to take on a job with Instacart to make ends meet. (Above)

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▶ PART-TIME

income, most rely on part-time teaching as their primary income and career.

Many adjuncts have their eye on tenure, desperately hoping one of their schools will hire from within when there's an opening. But there's no guarantee; by law, colleges must conduct a broad search when full-time positions open.

For Seddighzadeh, a member of the South Orange CCD Faculty Association, it's a painful reality that after 12 years of being an adjunct professor, she has no seniority at any of the campuses where she teaches.

"I apply and apply at colleges, but it's very tough to get a full-time position," she says. "But to pay the bills, I need a real job."

Recently, her course load was cut drastically, and classes that she expected to teach were suddenly reassigned. To make ends meet, she gave up her apartment and now rents a room where she stays with her children.

"There's a lot of poverty among part-time faculty," shares Perales, an SJDCTA member. "We have yard sales. One professor I know sold her mattress to pay the rent."

WHY ADJUNCTS STAY IN THE GAME

Ask adjuncts why they stay in a job where they are so underpaid and most will say it's for the love of teaching and being able to help students achieve their dreams.

"Oh my gosh, I love my job," says Krista Warren Yagubyan, president of MiraCosta College Academic Associate Faculty in Oceanside. "I love my students and love teaching them important skills."



"We have to work many more hours than a full-time employee to make enough money just to have a normal life."

DANA DEMERCURIO
San Joaquin Delta College Teachers Association

Warren Yagubyan teaches life skills and employment readiness to students with disabilities, which is considered adult education. She was named Part-Time Faculty of the Year in 2018 by the Faculty Association of California Community Colleges. It's ironic, she notes, that she received her award the same year her teaching load was cut.

"The dean of my department asked me to hire new people to teach adults with disabilities and then cut my hours and told me to go find other work. The department chair offered me block scheduling so I could work at other colleges on different days."

During the pandemic, she says, adjuncts at her campus were the first to lose their jobs when enrollment dropped by 8 percent.

Holland, a Kern CCD/CCA member who teaches public speaking and debate, says her love of teaching keeps her going.

"I'm very passionate about education. Education has opened doors for me and my students. I love hearing students formulate arguments they will use in the outside world. But it's frustrating that I can't devote more energy to teaching, because I have to spend time working other jobs, like Instacart, to supplement my income."

Continues on PAGE 6 ▶

SUPPORT AB 1269

Assembly Bill 1269, by Cristina Garcia (D-Bell Gardens), seeks parity for adjunct faculty in the state's community college system and would require that community colleges close the parity gap by 2027.

Sponsored by the Community College Association and CTA, the bill would require the California Community Colleges Chancellor's Office to conduct a comprehensive study of part-time faculty by July 1, 2022. The study would identify policies and offer fiscal recommendations for achieving a pathway to parity for adjunct faculty by 2027. As part of the study, the Chancellor's Office would convene a workgroup that would include community college union representatives.

CCA President Eric Kaljumägi observes that creating a "compensation schedule" to achieve parity between part-time and full-time faculty within six years is nothing new; it revamps 1999 legislation that was approved but never implemented. He says the goal is having 75% of community college classes taught by full-time instructors.

"Our problem is that we have an underclass of faculty that are the primary employees of the community college system," he says. "I have no idea how we can maintain a diverse and high-quality workforce if we treat people this badly."

TAKE ACTION

Go to cta.org/TakeAction to ask your lawmaker to support AB 1269 for a pathway to parity for adjunct faculty.

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THE REDDISH-ORANGE LIGHT AT THE END OF THE TUNNEL

By CCA President **Eric Kaljumägi**

After months of a nearly purple state coronavirus map, California began to show clear signs of recovery from the virus's peak in late January, and a majority of California's counties went to the red tier in March. While dozens of Californians are still dying each day from this dread disease, entry to the red tier allows for colleges to open, and most of our institutions are planning to do exactly that.



Several CCA colleges have developed a reopening plan that includes a phase for each of the four color tiers. For example, at Southwestern College, purple only allows for public safety and allied health, but red adds approved "hard to convert to online" courses, orange calls for a "tiered return" with expanded offerings, and the full return to campus is delayed until the yellow phase. You can read the details at <https://bit.ly/2OJSkFx>.

Other colleges are hoping for a faster transition. In a recent letter from the district, Riverside CCD stated that their goal was "to open the campuses in the fall to the furthest degree possible," while Mt. San Antonio College is looking for "about 80% in-person."

Quite a few colleges are still on the fence; for example, the *Willits News* recently described Mendocino College as expecting to "transition to more face-to-face classes for fall 2021." This aligns with the public four-year institutions, as both the CSU and UC are planning for considerably more in-person courses without yet explaining exactly what that means.

The good news for faculty is that 10% of California's vaccines were set aside for school employees (including higher education employees) starting March 1, and even in hard-hit San Bernardino and Los Angeles counties many faculty are reporting that they are now able to obtain vaccination appointments.

However, some CCA members are expressing concern about their personal situations. I have heard from faculty who have been advised by their doctors not to take the vaccine. Multiple faculty have noted that the new coronavirus variants appear to be at least somewhat vaccine resistant, and they worry about catching a serious illness even if vaccinated. Many faculty have expressed concern for their minor children and for their students, since it is still uncertain whether everyone who wants a vaccination will be able to receive one by the start of the fall semester. According to our July 2020 survey, almost one-third of faculty identified as having the CDC's "at-risk" factors for COVID-19. At the time, 44% of CCA members were not comfortable returning to in-person instruction until a vaccine existed. Now that it does, discomfort persists.

While our colleges' rapid transition to the online environment was remarkable, a lot of students haven't transitioned with us. The Chancellor's Office recently reported that in fall 2020, overall student headcount dropped systemwide by approximately 15% to 16%, and overall enrollments (FTES) fell approximately 11% to 12%. The reductions were not uniform, as student headcount changes ranged from a slight increase at some colleges to declines of over 30%. Enrollment (FTES) likewise ranged from flat to a stunning 30% decline.

Our enrollment losses are probably due, at least in part, to our online-only environment. A November 2020 report by Course Hero noted that 87% of faculty nationwide believed that COVID-19 made

their jobs more challenging and three-quarters reported a loss of connection to their colleagues or students. Some college students feel much the same way. When surveyed at one CCA college, 19% of students surveyed reported having a "bad" or "terrible" experience with remote instruction. These students are very likely looking forward to a return to campus.

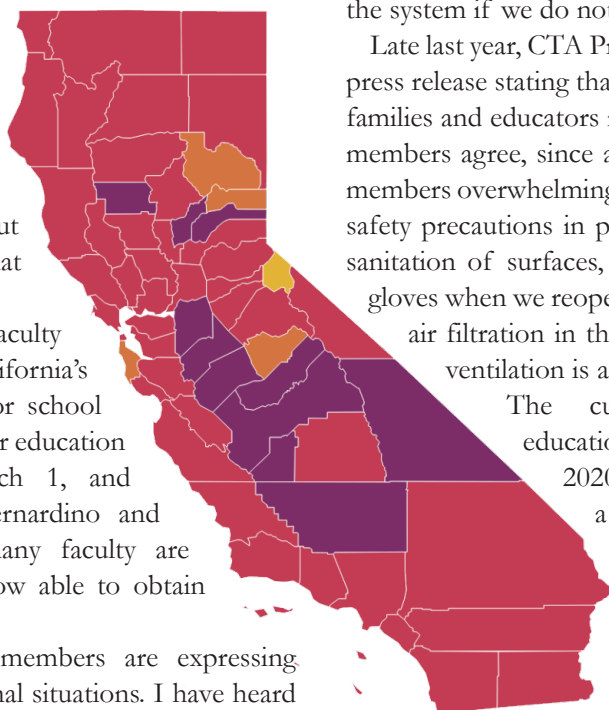
Reduced enrollment means reduced sections available to teach, so our part-time faculty have been seriously affected by these enrollment declines. Many part-time faculty have described significant reductions to their workload, and consequently their income. To make ends meet, some are driving for Uber, Instacart or Amazon, and others are selling possessions or even moving in order to find less expensive housing. We will permanently lose both students and faculty from the system if we do not reopen our campuses.

Late last year, CTA President E. Toby Boyd issued a press release stating that "the safety of students, their families and educators must be the top priority." Our members agree, since according to our survey, CCA members overwhelmingly (over 94%) want health and safety precautions in place, including hand washing, sanitation of surfaces, social distancing, masks, and gloves when we reopen. While we did not ask about air filtration in that survey, it's pretty clear that ventilation is also of significant importance.

The current Cal/OSHA higher education guidance (September 2020) mandates face coverings, a prevention plan, and desks spaced at least 6 feet apart. The guidance also calls for healthy hygiene practices, a strong recommendation to be vaccinated against influenza, increased cleaning frequency, and improved ventilation to "MERV-13 or the highest feasible level." In the red tier, lectures are to be capped at 25% of the room's capacity (or 100, whichever is lower), while at the orange and yellow tiers, the limitation is 50%. Student activities and dining facilities have the same percentage restrictions, but some exceptions exist, such as for lab courses.

Your local union will need to work out the details with your district's administration. How much is "increased" cleaning frequency? Will some classrooms be left closed because the "highest feasible level" isn't good enough? How will your district address the faculty who do not desire the COVID-19 vaccine or those who are fearful even once vaccinated? Please keep an eye on your email should your local union quickly need your support. If ever there was a time that we needed to act together, this is it!

The Centers for Disease Control and Prevention published an advisory document this past December that describes the risk of various educational activities. Riding on buses and shuttles, sharing physical objects, dining without social distancing, and inadequate cleaning made the list of "highest risk." We know enough about this coronavirus to mitigate its risks, and we must ensure a low-risk workplace as we recover from red to orange to yellow. I'm looking forward to green, myself. ■



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.

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

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COMMUNITY COLLEGE LEGISLATION

By Julian Peeples

An end to the longstanding inequity for part-time faculty could be on the horizon if CCA/CTA's sponsored AB 1269 (Garcia) reaches the governor's desk and is signed into law. It's one of numerous bills affecting community colleges currently making their way through the Legislature.

Here's a quick look at bills impacting community colleges this session:

CCA-SPONSORED LEGISLATION

AB 1269 (GARCIA): Part-Time Faculty Co-Sponsored with CFT

This bill would require the Chancellor's Office to collect and report part-time faculty parity data from each community college district by July 1, 2022, as well as propose a compensation schedule that achieves pay equity for part-time faculty and closes the parity gap by 2027. The bill also requires the Chancellor's Office to convene a working group to identify a statewide definition of part-time faculty parity that could be applied locally. *Status: Referred to Assembly Committee on Higher Education.*

CCA-SUPPORTED LEGISLATION

AB 275 (MEDINA): Classified Community College Employees

This bill would shorten the maximum length of the probationary period for community college education support professionals to six months or 130 days of paid service, whichever is longer. This change would not apply to a conflicting collective bargaining

agreement entered into before Jan. 1, 2022, until the expiration or renewal of that collective bargaining agreement. *Status: Re-referred to Assembly Committee on Higher Education.*

AB 337 (MEDINA): Board of Governors of the California Community Colleges

This bill would change the law to allow a student member on the California Community Colleges Board of Governors to vote during their first year on the board. *Status: Referred to Committee on Higher Education.*

OTHER PENDING LEGISLATION

SB 228 (LEYVA): Foster Youth Educational Support Program

This bill would extend the priority enrollment status at public universities and community colleges for foster youth as young as 16 to those as young as 13. *Status: Heard by Senate Education Committee on March 10.*

AB 375 (MEDINA): Part-Time Employees

This bill would increase the course load cap for part-time faculty from 60% to 67% of a full-time equivalent

load to 80% to 85% of a full-time load. The bill would require community college districts to negotiate these terms no later than the expiration of any negotiated agreement in effect on Jan. 1, 2022. *Status: Referred to Assembly Committee on Higher Education.*

AB 403 (KALRA): Fair Access to College Textbooks Act

This bill would establish the Fair Access to College Textbooks Act, which would prohibit a California community college campus from assessing an automatic charge for instructional materials. *Status: Referred to Assembly Committee on Higher Education.*

AB 417 (MCCARTY): Rising Scholars Network: Justice-Involved Students

This bill would authorize the chancellor to establish a program named the Rising Scholars Network and to enter into agreements with up to 50 community colleges to provide additional funds for services in support of postsecondary education for justice-involved students. *Status: Referred to Committee on Higher Education.*

AB 927 (MEDINA): Statewide Baccalaureate Degree Pilot Program

This bill would extend the operation of the statewide baccalaureate degree pilot program indefinitely. The bill would also require the chancellor to consult with and seek feedback from the California State University and the University of California on proposed baccalaureate degrees. *Status: Referred to Committee on Higher Education.*

AB 1040 (MURATSUCHI): Ethnic Studies

This bill would require each community college district to offer courses in ethnic studies at each of its campuses, commencing with the 2022-23 academic year. The bill would also require students to complete at least one course in ethnic studies of at least three units in order to obtain an associate degree for transfer, commencing with the 2024-25 academic year. *Status: Awaiting Committee.*

Updated information on which bills CCA has taken position on can be found at cca4us.org/issuesandaction/legislationpoliticalaction.

For questions email Legislation and Advocacy chair Randa Wahbe at vp@cca4us.org. ■

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▶ PART-TIME

“I tell myself this is temporary. But I have been teaching here 10 years waiting for a full-time position. I deserve to get paid at the same rate as my full-time colleagues. We have the same training. And we are union members who have a voice at the bargaining table. But sometimes, we are afraid to speak up, because we are at-will employees. We don’t want our classes taken away.”



“I want to remind everyone that inequities exist within the community college system for those who teach. It’s time to address the inequities within our own ranks, too.”

KRISTA WARREN YAGUBYAN
MiraCosta College Academic Associate Faculty

A MATTER OF EQUITY

There’s hope with Assembly Bill 1269, which is sponsored by CCA and addresses the pay inequities adjunct faculty face (see sidebar, PAGE 3).

For Warren Yagubyan, it’s about respect. She notes that on MiraCosta College’s salary schedule, a 20-year adjunct faculty member makes less than a first-year, full-time employee.

“Why are people getting paid such different amounts for doing the same work?” she asks. “We are being held to the same professional standards as our full-time colleagues, but we don’t have health benefits or retirement.”

She prefers to be called an associate professor instead of an adjunct, noting that the dictionary defines “adjunct” as “a thing added to something else as a supplementary rather than an essential part.” Part-time professors are very essential to providing students with a good education and should be considered necessary and valued, she asserts.

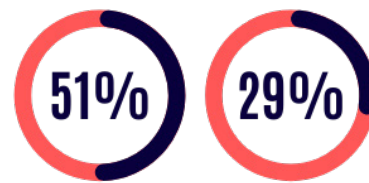
She finds it ironic that community colleges host weighty discussions about equity issues, but such discussions only apply to students.

“I want to remind everyone that inequities exist within the community college system for those who teach,” she says. “It’s time to address the inequities within our own ranks, too.” ■

QUOTES & NUMBERS

“Discrimination and hate crimes targeting Asian Americans and Pacific Islanders have no place in civilized society and must be condemned in the strongest terms. The California Community Colleges remains resolute in supporting and standing with Asian American and Pacific Islander communities, students, faculty and staff.”

California Community Colleges Chancellor Eloy Ortiz Oakley



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First lady Dr. Jill Biden on proposal to make tuition free for public college students with annual family income below \$125,000.



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Emergency financial aid for qualifying low-income community college students.

“We believe the Legislature has opportunities to improve the Governor’s overall community college budget package by taking fewer, but more strategic, actions.”

From the Legislative Analyst’s Office report on the proposed \$11.1 billion California Community Colleges budget for 2021-2022.



LATINO STUDENTS

Percentages of Latinos at West Hills College Coalinga. Every community college district in the state has a higher percentage of Latino students than Latino faculty. EdSource



LATINO FACULTY

“Student parents have the motivation to get a higher education, but the support systems aren’t there.”

Adrian Huerta, USC professor and one of the authors of a research brief that found California community college student parents are unable to access some campus services and say that the campus environment is often hostile toward them.

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Thomas appearing in a 2012 TV spot supporting Prop. 30, which helped prevent cuts to education. (Right)

Thomas with Alex Soto and her child on Rio Hondo graduation day. (Below)



Thomas with Charmaine Hellmund (retired California educator and former NEA Board member), Vice President-elect Kamala Harris and Mel House (CTA/NEA coordinating director) in November 2020. (Left)

A LIFE'S CALLING: COLLEGE COUNSELOR HONORED

It's no surprise Julius B. Thomas chose to be an educator and activist. The Rio Hondo College Faculty Association member comes from a long line of them.

His mother, a first grade teacher for 35 years and member of the Chicago Teachers Union, made him understand the components of good teaching and a proper learning environment. “From grade school through high school, I helped her set up her classroom,” he says. “She created her own posters and decorated her classroom, because she told me that even when a kid is daydreaming, they are learning.”

The importance of education, Thomas says, was demonstrated by his grandmother, who received a two-year college degree in the 1920s — a rarity for an African American woman at the time. His brother also became an educator; one cousin is a minister at the Cook County jails, helping incarcerated men become better fathers; another works in restorative justice. His extended family includes nurses and attorneys, and like Thomas, all are active with their communities.

Thomas’ own work as an educator with CCA, CTA and NEA has won him two of NEA’s highest awards this year: the National Council for Higher Education (NCHE)/NEA Higher Educator of the Year Award, and the NCHE/NEA James Davenport Memorial Award. He will be honored at NEA’s Higher Education Conference on March 10.

The Higher Educator of the Year Award recognizes the postsecondary education professional who “continually provides outstanding student service, excellence in teaching and/or working with students, and state/local labor-based advocacy.” The Davenport Award, named after the first NCHE president, recognizes a member’s dedication to the higher education community and belief that all educators must work together as one family.

Family, in fact, describes Thomas’ decades-long connections to his professional endeavors. The

Riverside resident has been a tenured professor at Rio Hondo College in Whittier since 2000, working as a counselor to thousands of students, many of whom have gone on to achieve their dreams. He has served two terms each on the NEA Board of Directors, representing higher education, and on the CCA Board, where he was a director of the Ethnic, Racial and Minority Identity Committee. He is a CTA State Council delegate and a member or past member of multiple committees, including Representation and the Higher Education Advisory Committee.

Thomas’ proudest achievement as an activist? “I’m proud of the legislation we’ve passed that affects students’ and members’ lives for the positive,” he says, recalling how he has lobbied, marched and rallied for various causes. In 2012, he was featured in a TV spot supporting Proposition 30, a successful ballot measure that helped prevent cuts to education.

“I talk about these issues in class. But when my students saw me on TV, and then when the measure passed, they understood what it meant. They were saying, ‘Thomas told us about that!’” he says, laughing.

“We’ve worked on so much — the COVID relief package where schools wound up getting more money, the Social Security offset — all these things we have lobbied for are on the current administration’s agenda, and we are the ones who helped put them there.”

He appreciates the many opportunities he has had to build coalitions with community and social justice organizations working on Black, Latinx, Asian and Indigenous rights, among other issues.

And he counts his job as part of his activism. “Every day in community colleges we help eradicate the school-to-prison pipeline by allowing students who have been incarcerated to get their educational and

“I was programmed to be an educator. When I first started teaching and counseling, it was déjà vu — I knew exactly what to do, how to conduct myself. It had been ingrained in me.”

vocational preparation,” says Thomas, noting community colleges’ flexibility in accepting anyone who wants to learn. “Kids get skills to make a good middle-class living to support themselves and their families. It spurs them and their children to go back to school and get an education, because they see how the system works.”

Now that his final term as an NEA director is ending, Thomas looks forward to what comes next. He is thinking of getting a doctorate in social justice, and possibly running for local political office.

One thing is for sure: He will continue his work at Rio Hondo. “I was programmed to be an educator. When I first started teaching and counseling, it was déjà vu — I knew exactly what to do, how to conduct myself. It had been ingrained in me.” ■

GOVERNOR PROPOSES \$11 BILLION FOR COMMUNITY COLLEGES

BUDGET PROVIDES 1.5% COLA, PAYS OFF \$1.1 BILLION IN DEFERRALS

Gov. Gavin Newsom proposed a budget of \$11.1 billion for California Community Colleges in 2021-22 — an increase of \$364.9 million from last year — that provides a 1.5% cost-of-living adjustment (COLA) and pays more than a billion dollars in deferrals from last year.

“We are encouraged by the governor’s continued commitment to community college students and higher education,” says CCA President Eric Kaljumägi of the record public education funding proposal. “We also appreciate the Legislature’s early action that will help students in need immediately.”

The Legislature approved numerous early action budget items, including \$100 million in one-time funding for community colleges to provide emergency financial aid for existing community college students that meet certain criteria. Lawmakers also approved \$20 million in one-time funds for colleges to increase student retention rates and enrollment, as well as \$3.1 million in one-time funding to support community colleges’ effort to increase student applications in the CalFresh program.

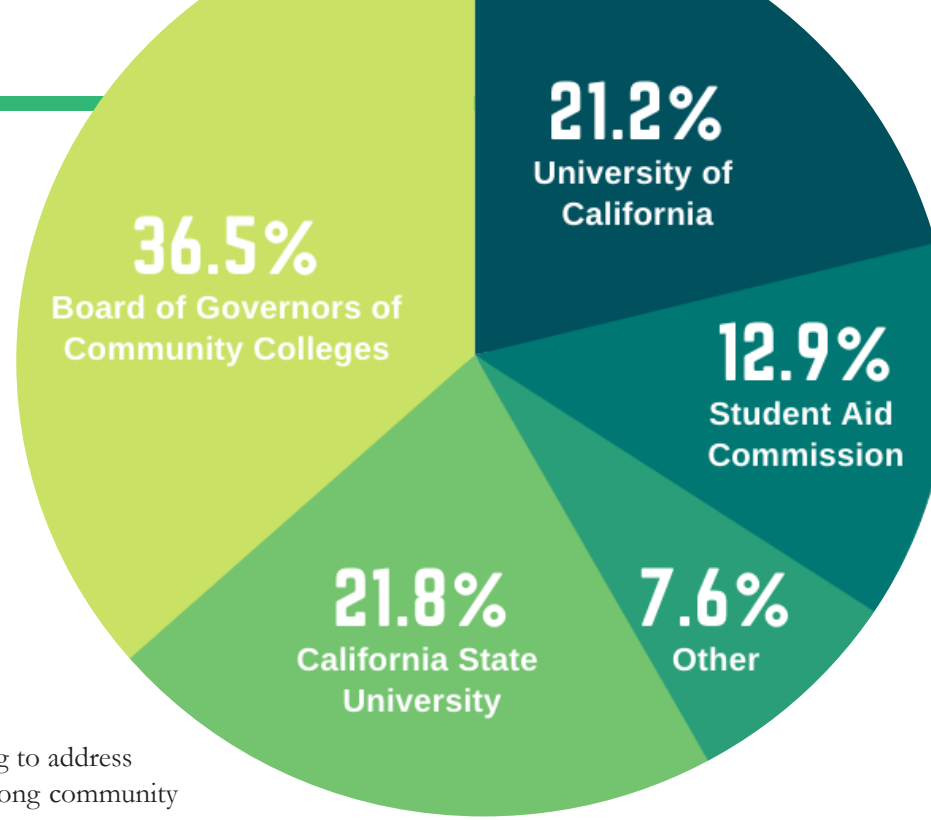
The governor also asked the Legislature to take early action on these community college-related proposals:

- Provide \$58.8 million to restore Cal Grant A eligibility for students impacted by a change in their living status due to the pandemic beginning

in 2020-21.

- \$100 million in one-time funding to address food and housing insecurity among community college students.
- \$30 million in one-time funding to support student technological access.
- \$20 million in one-time funding for a systemwide effort to provide online professional development for community college faculty.
- \$10.6 million in one-time funding to support quality distance learning, including online tutoring, counseling and student support services.
- Funding for work-based learning, zero-textbook-cost degrees

The governor’s budget proposes \$35 million to support work-based learning, including \$15 million in ongoing funding to augment the California Apprenticeship Initiative and \$20 million in one-time funding to expand work-based learning models and programs at community colleges. The proposal also provides \$15 million in one-time funding to develop and implement zero-textbook-cost degrees using open educational resources, as well as an increase of \$2.5 million in one-time funding for community colleges to provide instructional materials for dual enrollment students.



“While the economy is showing some signs of improvement, millions of Californians remain unemployed,” the budget proposal states. “California’s community colleges are central to training and developing the skilled workforce needed for the state to meet its changing needs, and the state must prepare students with the skills needed by employers not only today, but into the future.”

The budget proposal includes the following additional adjustments to community colleges:

- \$8 million in ongoing funding for cost increases for broadband access provided by the Corporation for Education Network Initiatives in California.
- \$8.1 million in ongoing funding for a 1.5% COLA for the Adult Education Program and \$1 million in ongoing funding for technical assistance.
- \$355.8 million in Proposition 51 bond funding made available for community college facilities. ■

REGISTER NOW FOR CCA SPRING CONFERENCE

SPOTLIGHT ON MEMBERSHIP & LEGISLATION

The Spring Conference highlights membership, spotlights standout members with We Honor Ours (WHO) Awards, and focuses on pending legislation that could impact community colleges.

“Join us for this informative conference to honor our own, build our skills and grow our union,” CCA President Eric Kaljumägi says. “Now more than ever, we need to advocate effectively for our safety, teaching and learning conditions, and the vitality of our colleges.”

Free for all CCA members, the conference offers a variety of workshops and professional development opportunities, including an important general session discussion on inequity and part-time faculty. Titled “The Invisible Majority,” this session will examine the lack of parity for part-time faculty, who make up a majority of community college faculty, explore CCA’s response to this systemic problem of relying on low-cost labor in higher education, and spotlight CCA’s sponsored legislation that could lead to a solution to

the long-standing issue: AB 1269 (Garcia).

Learn more and register for CCA’s Spring Conference, which will take place virtually April 23-25 at cta.org/event/2021-cca-spring-conf. Email ccaconference@cta.org with any questions. ■



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