

# ADVOCATE



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## CCA MAKING STRIDES TO ENSURE MEMBERS ARE HEARD IN SACRAMENTO



▲ Source: EdSource

**ANNOUNCED DURING A [virtual press conference](#)** on April 4, two Long Beach City College (LBCC) educators filed a class-action lawsuit charging LBCC with violating minimum wage laws with the way it pays part-time faculty, in a case that is likely to shine a light on the lack of pay parity for part-time instructors at California’s community colleges. The plaintiffs, Seija Rohkea and Karen Roberts, described the many additional duties their teaching assignments require beyond the classroom time for which they are actually paid.

Some community colleges unlawfully treat part-

time adjunct instructors as exempt from minimum wage laws. Part-time faculty do not earn enough money to be exempt from California’s minimum wage requirements. These colleges pay part-time instructors an hourly rate only for each hour teaching in the classroom in front of students, despite requiring these instructors to work many hours performing teaching-related work outside of the classroom.

“My hope is this lawsuit will not just rectify the situation for my colleagues at Long Beach City College, but that it will raise awareness of a systemic problem that impacts thousands of part-time

community college instructors throughout the state,” said Rohkea, an art history instructor at both Long Beach City College and Cypress College. “It’s long past time for adjunct faculty to be treated fairly and compensated for all the work that goes into teaching a community college class.”

“Adjunct instructors at community colleges have the same qualifications as their full-time colleagues and need to be paid accordingly. They should not be expected to perform the same required work for free,” said Roberts, who has taught art history at LBCC for more than 20 years. “This lawsuit will force the college to comply with the law and hold them accountable to creating an equitable working environment.”

The lawsuit has the potential to benefit more than 650 current part-time faculty at LBCC as well as former faculty. The practice of paying part-time faculty only for hours spent in the classroom is widespread throughout California’s community colleges, despite the colleges evaluating the job performance of these instructors based on work outside the classroom for which they are not compensated, including grading, planning lectures and meeting with students.

“California’s community college system is the largest higher education system in the world. More than half of classes in the system are taught by part-time instructors being paid far less on an hourly basis than their full-time counterparts,” said CCA President Eric Kaljumägi. “The current system forces many part-time instructors to work multiple jobs just to eke out a living. The exploitation is unfair, and when compensation drops below the minimum wage, it is illegal.”

Since last year, CCA leadership and members have been meeting with legislators to ask that part-time faculty be compensated for the work they are required to do in and out of the classroom.

Continues on PAGE 6 ►



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– SEIJA ROHKEA, Art History Instructor



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– KAREN ROBERTS, Art History Instructor



“California’s community college system is the largest higher education system in the world. More than half of classes in the system are taught by part-time instructors being paid far less on an hourly basis than their full-time counterparts.”

– ERIC KALJUMÄGI, CCA President



**"We believe our new approach will increase collaboration and also include some fun and humor."**

## MEET CASEY JONES, CCA'S SOCIAL MEDIA CONSULTANT

Recently, CCA leadership, the Communications Committee, and Casey Jones Communications have come together with a new, active, and inclusive approach to supporting members across all social media channels.

**BELOW IS A Q&A** with Casey Jones, who is an adjunct faculty at several community colleges in Southern California and has worked with CCA in the past when she was on the board of the Rio Hondo College Faculty Association.

### **Q: HOW IS THE NEW, IMPROVED ONLINE PRESENCE DIFFERENT FROM WHAT CCA WAS DOING BEFORE?**

CCA has always had a social media presence, especially when it's been about addressing the big issues which affect educators and students. Now, we're using Facebook, Instagram, and Twitter, plus the website, to support our members from a micro-level. Every faculty association has things in common and a unique set of challenges. We believe our new approach will increase collaboration and also include some fun and humor.

### **Q: CAN YOU TALK ABOUT THE BACKGROUND THAT WENT INTO UPDATING THE ONLINE PRESENCE?**

Social media can be a maddening combo of simple and complicated. The leadership is committed to engaging with the CCA community in a more proactive way, but also wants to take advantage of the reach that social media has when it comes to issues related to our members. Social media is ever-changing, and CCA is ready to approach our communications from a more curated perspective. Plus, our members are amazing, and we want our social media presence to reflect that energy.

### **Q: WHEN WAS THE LAST TIME CCA REVAMPED ITS ONLINE PRESENCE?**

The website and past social media campaigns have been effective, but this is the first time that a more

comprehensive approach has been implemented. We know our members are using social media, and we have seen firsthand how social media, especially over the past few years, has influenced legislation and policy which affects educators. We want to be sure and engage with our members and promote them across every platform. Our members are using Twitter, Facebook, Instagram, LinkedIn, Twitch, TikTok, you name it!

### **We want to make sure that we are effectively interacting with members on the channels they and their faculty associations are using regularly.**

You'll also see some changes to the website that will be tailored specifically for our members who aren't as active on social media. Every voice in CCA is important, and we want to make sure we are finding ways to engage with our membership off social media as well.

### **Q: ARE THERE ANY NEW FEATURES?**

Members will definitely start to see ways to connect privately on Facebook, in our CCA Online Break Room. Our front-facing pages will tackle some of the toughest issues facing educators, like part-time faculty parity, funding, equity, and student advocacy. However, despite these big issues, being an educator is a blast. We want to celebrate that every day in our posts, stories, and shared resources. We're excited about taking CCA's social media presence to the next level, so definitely stay tuned. ■

## 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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# ADVOCACY, IN ALL ITS FORMS

By CCA President **Eric Kaljumägi**

**Advocacy, the garnering of support for a particular cause or policy, is a core purpose of both CTA and CCA.**

**IN THE CTA BYLAWS**, Article I, Section 2.a describes a purpose of CTA to “secure unified planning and action on all matters pertaining to public education.” In the CCA bylaws, Article I, Section B.2 calls upon CCA “to advocate equally for all faculty in the Community Colleges at the local, state and national levels.” When the name of this newspaper is the *Advocate*, you can tell that advocacy is important. In this article, I’d like to describe how CCA has been helping to advocate for you, and how you can help advocate for all of us.

At the individual level, advocates are needed to guide unit members through difficult situations. That is why our winter conference in February highlights advocacy training. Only a few faculty each year at each college will have a grievance against their administration or will be called in for an investigatory interview. When that happens, though, it is valuable to have trained leaders who can guide and support members through these processes. At our most recent winter conference, we had training on both grievance advocacy and investigatory interview advocacy. You should ask your local president who on your campus has been trained in such advocacy and how recently have they been trained. If you are a leader or future leader at your local, I encourage you to consider attending these trainings next year.

At the union level, CCA advocates on behalf of community college faculty within CTA. While our K-12 siblings are generally interested in our work, many of them know little about our issues. CCA has been hosting informational tables at CTA events for several years now, and we make a point of interacting with CTA leadership so that they have a clear understanding of our needs. The 25 higher education members of CTA State Council also advocate our positions while working on their State Council committees.

Statewide, CTA’s Governmental Relations Department (GR for short) employs six professional legislative advocates, and two of them, Katie Hardeman and Patricia Rucker, interact with the California Department of Finance and the California Legislature on behalf of community college faculty. We meet with our advocates often and count on them to do a large share of this work, which



includes meeting with governmental staff and legislators in order to present our positions.

Still, legislators really like to hear from their constituents, and CCA will be more successful if you help. If you live in a district that has a legislator on an educational or fiscal committee, you will from time to time receive an email asking you to make phone calls for or against a measure. Please take the few minutes necessary to do so. If you are asked to send an email about a bill to your local legislative office, please do so. It matters. We are also looking for members who are willing to visit their legislator’s offices in person. Please let Vice President Randa Wahbe ([vp@cca4us.org](mailto:vp@cca4us.org)) know if you can attend a meeting with her and your local legislator.

In just a few weeks, I will be welcoming the delegates from your local to the CCA Spring Conference. We will network, we will learn, and we will advocate, but those present will only compose about 1% of CCA’s total membership. Come advocate with us! ■

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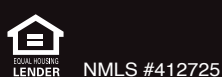


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SPRING 2022

# CALENDAR

## CCA SPRING CONFERENCE

The CCA Spring Conference, which highlights membership, will be held April 29–May 1 in Irvine.

APRIL 29-MAY 1, 2022

2022 CCA Spring Conference  
April 29 - May 1, 2022

Hilton Irvine/Orange County Airport Hotel

CCA CTA

**AT THIS CONFERENCE,** we also highlight our WHO (We Honor Ours) Award winners. This is a special program that honors our own local and state union leaders. We will also hold our last Council of the academic year and members will receive legislative updates pertaining to CCC.

Additionally, several **CCA Board of Directors positions** will be up for election at the CCA Spring Conference. Only delegates can vote at the conference. For more information, or if you are interested in declaring your candidacy for one of the open positions, you can download the declaration of candidacy form from the CCA website at [cca4us.org/elections](http://cca4us.org/elections) or send a request to [scassella@cta.org](mailto:scassella@cta.org). In order to be a candidate for a District Director, you must have a teaching position at one of the colleges within the

area represented by that district and be a CCA/CTA/NEA dues-paying member in good standing at one of the chapters listed within that district position. Please see the declaration of candidacy form for the chapter/district information. You may self-nominate until the nominations are closed by the Elections and Credentialing Committee during the Friday session at the 2022 CCA Spring Conference. The deadline for submitting documents to be included in the spring conference packet, including election information and campaign poster, is April 15. The declaration of candidacy will only be accepted electronically at [elections@cca4us.org](mailto:elections@cca4us.org).

The conference is free for all CCA members. Visit [cta.org/event/2022-ccaspring](http://cta.org/event/2022-ccaspring) for the full agenda and to register today! ■

### Unlock Your CCA Member Discounts With CTA Access to Savings

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# PROTECTING THE HEALTH, SAFETY AND LIVELIHOODS OF CCA MEMBERS

CLAIRE CESAREO, SOCCCD FA, CHIEF NEGOTIATOR



**EXACTLY TWO YEARS AGO**, the colleges of the South Orange County Community College District (SOCCCD) were heading into spring break, uncertain whether faculty and students would be returning to on-campus instruction after the break due to the surging novel coronavirus. It had just been declared a pandemic by the WHO, but the district was still debating the pros and cons of converting to fully online instruction. The SOCCCD Faculty Association, however, believed faculty and students would not be returning and had already begun work on the first in a series of five MOUs aimed at protecting the health, safety, livelihoods, and satisfactory working conditions of our members. In the two years since, the FA, like all faculty unions across the state, has had to work hard to ensure that the concerns and needs of faculty were addressed. As a wall-to-wall unit representing both full- and part-time faculty, this has been particularly difficult, but it has also increased the spotlight on the disparities between



**“Although it seems that we may now be emerging from this pandemic, the impact on our membership continues as we all struggle with the new realities of living with COVID-19.”**

full- and part-time faculty, enabling us to negotiate a far better contract for our part-time members.

The first two MOUs, signed in March and April of 2020, were aimed at allowing faculty the most latitude in converting to the online methodologies of their choice. While the district has always had a strong online program, many of the faculty had never taught in this manner and were suddenly thrust into a new instructional reality. During this phase, the FA was also able to suspend other faculty obligations, including evaluations and college service. Most importantly, we were able to largely preserve part-time employment for the remainder of that semester and into summer, including for librarians and others whose hours might have been cut otherwise, and won significant concessions regarding the cancellation of low-enrolled classes.

The third and fourth MOUs were much more comprehensive and primarily addressed health and safety concerns related to working from home and to the possible return to on-campus

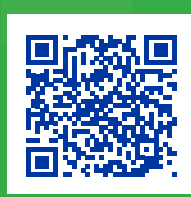
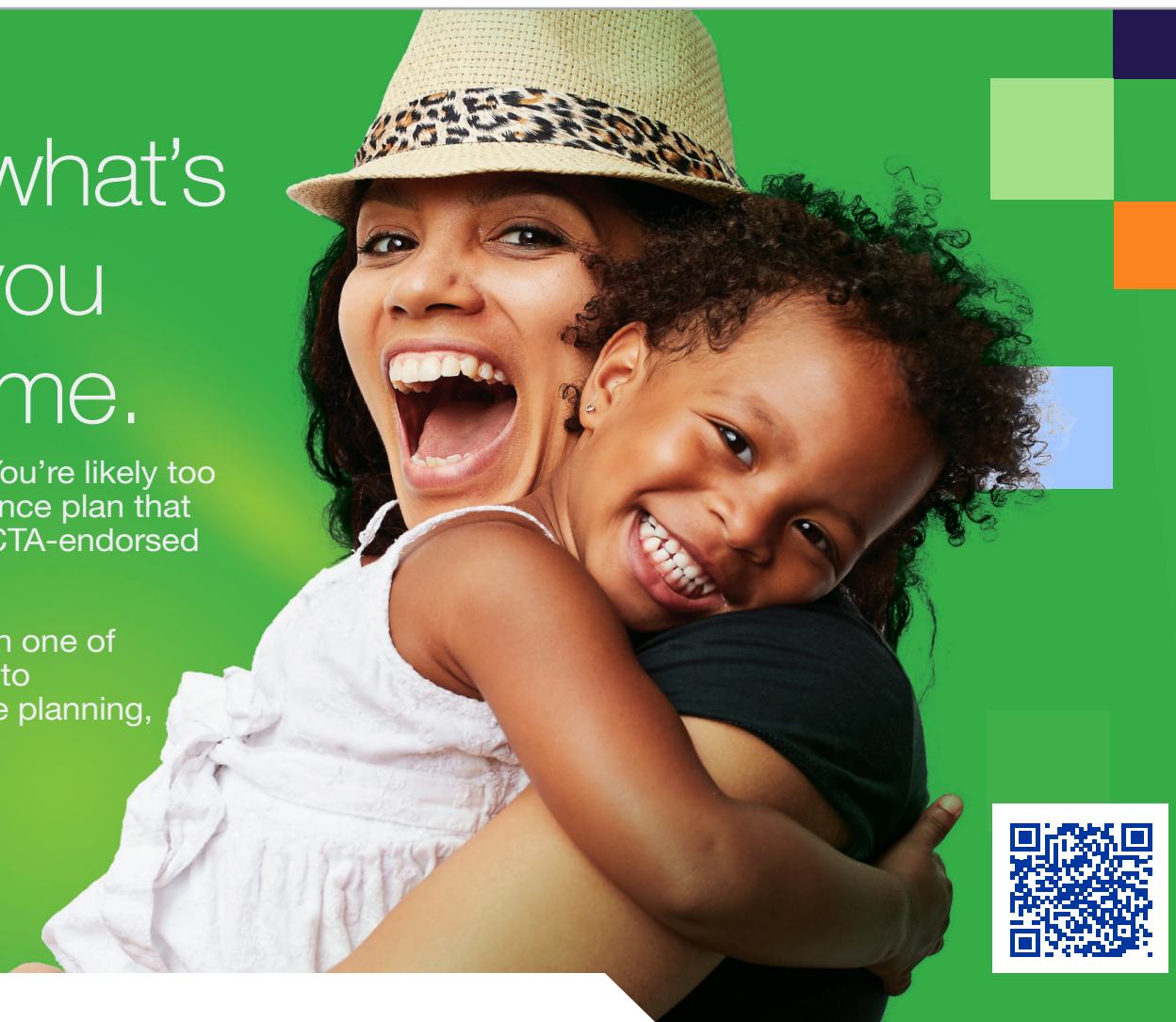
instruction. We ensured that equipment needed to continue instruction, including computers and ergonomic chairs, was made available to all faculty. We established a process for continuing to work remotely due to illness or quarantine, extended the mandated 80 hours of additional sick leave beyond the expiration date, and established safety protocols related to maximum occupancy for classrooms, cleaning and disinfecting requirements, ventilation and air filtration upgrades, provision of PPE, and availability of vaccines, among other things. A final MOU concerned the impacts and effects of the districtwide vaccine mandate.

Although it seems that we may now be emerging from this pandemic, the impact on our membership continues as we all struggle with the new realities of living with COVID-19. For example, it was just announced by the chancellor that the mask mandate for students will be lifted on April 11, two weeks after the return from spring break and the possible case spike from the inevitable congregations of students. SOCCCD FA, like all unions, will need to remain vigilant and prepared to return to the negotiating table to protect our membership as conditions change. ■

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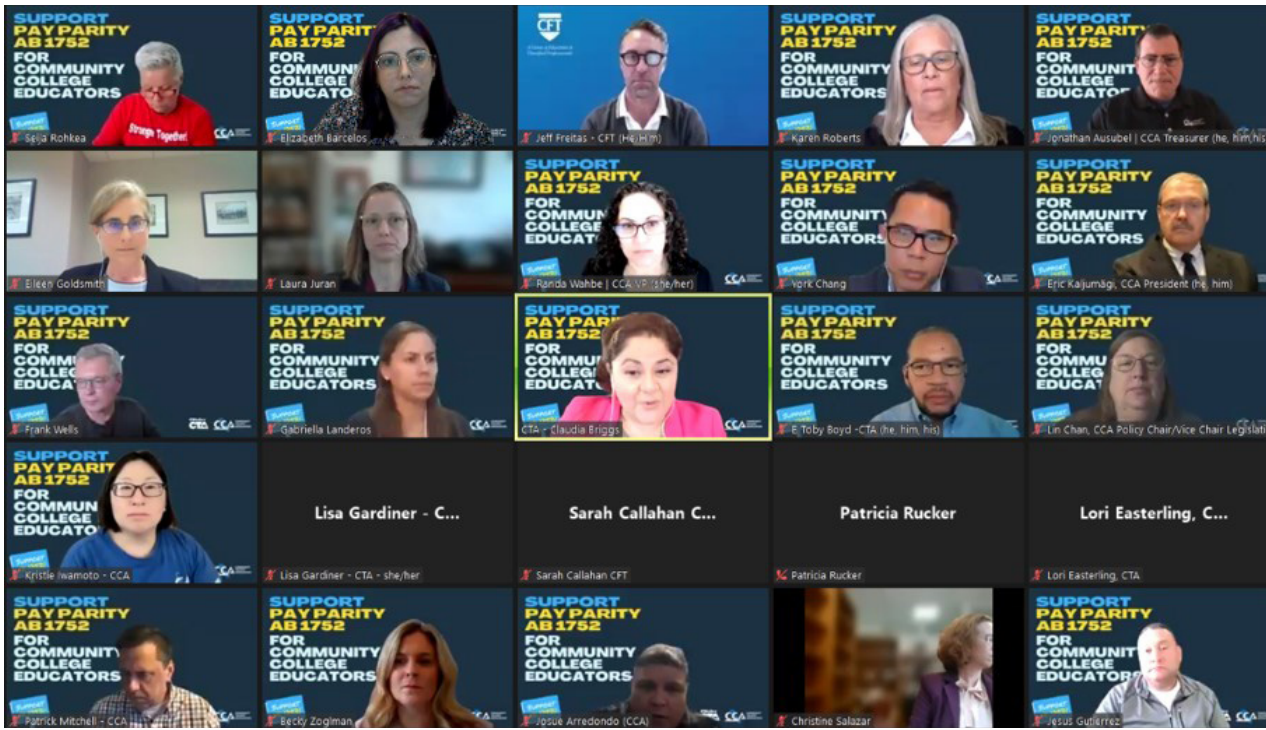
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## ▶ CCA MAKING STRIDES



**AB 1752 by Assembly Member Miguel Santiago**, which CTA is co-sponsoring, will do just that. While many campuses still report that part-time faculty make up nearly 60% of the workforce, the Chancellor's Office reports that part-time faculty make up 40% of the workforce statewide. Such a heavy reliance on part-time faculty across the system clearly indicates that CCC administrators are exploiting part-time faculty on their campuses as a cost-saving measure.

"Part-time faculty deserve equal pay for equal work, period. There should be no shortcuts by any employer, and employers should know they will be held accountable if they undermine our profession. This fight is about being treated with dignity and respect," said CCA Vice President Randa Wahbe.

"The time has come for California to make equal pay a reality for educators in the largest postsecondary education system in the world. During this climate of unprecedented economic uncertainty, nothing could be more important than ensuring that all workers receive equal pay for equal work," said Kashara Moore, who is an adjunct professor and counselor at LBCC and was a principal witness at an Assembly Higher Education Committee hearing on April 5.

This is disheartening and a stab at our profession. This is why we need all CCA members to [contact your Assembly member](#) and urge their support for AB 1752.

Please write your letter now by scanning the QR code below or clicking [here](#).



### OTHER BILLS CCA IS RECOMMENDING "SUPPORT" ON:

#### AB 1232, MCCARTY:

##### Community Colleges: Nonresident Tuition Fees: English as a Second Language

This will add an exception to the required nonresident tuition payment for certain nonresident students enrolled in English as a second language.

#### AB 1505, RODRIGUEZ:

##### Community Colleges: Full-time Faculty Obligation

This requires the CCC Board of Governors to adopt regulations that require the fall 2023 full-time faculty obligation for each community college district to be set to the actual full-time faculty number reported for fall 2022 and adjusted annually pursuant to regulations.

#### AB 1606, RAMOS:

##### Public Postsecondary Education: Veterans

This expands the Donahoe Higher Education Act fee waiver, which depends on a veteran of the United

States military who has a service-connected disability, has been killed in service, or has died of a service-connected disability may apply for. It also revises the spousal benefit threshold, so that the spouse of a veteran with a disability rating of 70 percent or greater is the new definition of "dependent of a veteran."

#### AB 1671, PATTERSON:

##### California Ban on Scholarship Displacement for Foster Youth Act of 2022

This prohibits public and private institutions of higher education, which either receive or benefit from state-funded financial assistance or enroll students receiving state-funded student financial assistance, from reducing an institution-based financial aid award below the financial need of a student who is or was a foster youth.

#### AB 1712, MEDINA:

##### Public Postsecondary Education: Campus Climate & Sexual Misconduct Survey

This requires the CCC chancellor, the chancellor of CSU, and the president of UC to develop a campus climate and sexual misconduct survey and administer the survey to students once every three years beginning on or before March 1, 2024, and then report the results.

### CCA IS ALSO RECOMMENDING "WATCH" ON THESE BILLS:

#### SB 851, PORTANTINO:

##### Cal Grant Equity & College Access Act to Improve Higher Education Affordability

This changes the way the maximum tuition award amount for Cal Grant A and B awards is set and makes other changes to the Cal Grant Program.

#### AB 1705, IRWIN:

##### Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment

This requires using high school transcript data as the main method for determining placement in transfer-level English and mathematics coursework; limits the use of multiple measures by colleges when placing and enrolling students; and requires that a community college district or community college not recommend or require students to enroll in pretransfer level English or mathematics, except under specified circumstances.

#### AB 1856, MEDINA:

##### Community Colleges: Part-time Employees

This adds a new requirement for community colleges receiving funding allocated for the Student Equity and Achievement Program and requires them to negotiate in good faith with the exclusive representatives of

part-time and temporary faculty on the terms of reemployment preference for assignments.

#### AB 2122, CHOI:

##### Public Postsecondary Education: Mental Health Hotlines

This authorizes each campus of CCC, CSU and UC to establish a campus mental health hotline for students to access remotely. It also requires each CCC, CSU and UC campus without a campus mental health hotline to have printed the telephone number of their city's or county's mental health hotline on both sides of student identification cards.

#### AB 2359, GIPSON:

##### Compton Community College District: Personnel Commission

This repeals the Compton Community College District (CCD) Board's authority to assume the powers of the Compton CCD Personnel Commission and restores the powers to the commission.

#### AB 2482, CALDERON:

##### Public Postsecondary Education: Student Health: Pilot Program

This establishes a pilot program that would require CCC and CSU to provide at least one vending machine dispensing wellness products at five campuses.

#### AB 2617, HOLDEN:

##### Pupil Instruction: Dual Enrollment Programs

This authorizes the California Department of Education to administer a competitive grant program offering financial incentives for school districts and community college districts to participate in College and Career Access Pathways partnerships.

#### AB 2624, KALRA:

##### Public Postsecondary Education: Course Materials

This requires each CCC and CSU campus, and requests each UC campus, to display the estimated costs of all required course materials for each course, and all fees directly related to those materials, for no less than 75% of the total number of courses on the online schedule.

#### AB 2627, BAUER-KAHAN:

##### Electronically Collected Personal Information

This authorizes a state or local agency, at the request of the governing board of a community college district, to enter into a MOU allowing them to share electronically collected personal info about users for purposes of facilitating outreach and enrollment in the CCC system.

#### AB 2738, REYES:

##### Public Postsecondary Education: Community Colleges: Matriculation: Assessment

This requires the governing board of each community college district to report the schedule of required courses and number of academic years, months, semesters or terms necessary to obtain each of their offered associate of arts degree and certificate programs; requires each course necessary to complete the above programs be offered to students; and authorizes the governing board to hold a public hearing and make public any findings when compliance with the requirement is not realistic.

To keep track of the bills, visit [cta.org/our-advocacy/cta-bill-positions](http://cta.org/our-advocacy/cta-bill-positions) or email Vice President Randa Wahbe at [vp@cca4us.org](mailto:vp@cca4us.org). ■

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▲ Source: California Volunteers

# Q&A: SHASTA COLLEGE AND THE #CALIFORNIANSFORALL COLLEGE CORPS

The #CaliforniansForAll College Corps is a new state initiative launched in partnership with California colleges and universities to alleviate the rising student debt.

**IT WILL HELP CREATE** debt-free pathways, while encouraging students to take up a civically engaged role in their communities. Over the next two years, the service program will deploy more than 6,000 College Corps Fellows, including AB 540-eligible Dreamers, to tackle statewide challenges.

We spoke with Heather Wylie, a sociology instructor at Shasta College, one of the 45 new partner campuses in the College Corps.

## WHAT OPPORTUNITIES DOES THE #CALIFORNIANSFORALL COLLEGE CORPS PROVIDE TO STUDENTS ON YOUR CAMPUS?

Students who complete 450 hours of service with the College Corps will receive the following benefits:

- \$7,000 stipend (living allowance), plus a \$3,000 education award.
- Academic credit (amount and type to be determined by each partner campus).
- A real-world job experience and skills to add to their résumé.
- Access to training, networking, and professional development opportunities.
- A sense of pride and accomplishment in

working toward a common purpose alongside young leaders from across the state.

## HOW WAS SHASTA COLLEGE SELECTED?

Through a competitive application process, 45 California institutions (UC, CSU, CC, private) demonstrated:

- A commitment from top leadership to prioritize this as a campuswide initiative.
- A strategy to collaborate with other participating campuses in their region.
- A thoughtful plan to link the service experience to academic outcomes, ensuring on-time degree completion.
- A compelling recruitment strategy with a particular focus on low-income students and Dreamers.

## ARE ANY OF THE STUDENTS YOU TEACH PART OF THIS PROGRAM?

Students have not yet been selected. The application was first posted recently. We expect the first cohort to begin in September 2022.

## WHAT KIND OF IMPACT DOES THIS PROGRAM MAKE ON STUDENTS?

We hypothesize that this will also contribute to student success metrics including persistence, completion, and a greater sense of civic engagement.

## WHAT DOES THIS PROGRAM MEAN FOR THE FUTURE OF CALIFORNIA'S COLLEGE STUDENTS?

Create a generation of civic-minded leaders with the ability to bridge divides and solve problems; help low-income students graduate college on time and with less debt; and address societal challenges and help build more equitable communities across California.

Visit [californiavolunteers.ca.gov/californiansforall-college-corps](https://californiavolunteers.ca.gov/californiansforall-college-corps) to learn more about this program. ■

# COVID-19: NEW GUIDANCE FOR COLLEGES

On Feb. 28, Gov. Gavin Newsom and the CDPH announced new guidance that moves universal mask requirements to mask recommendations in all schools after March 11.

**THE NEW GUIDANCE** does not preclude community college districts and local governments from taking measures to protect the health and safety of students, faculty, and their families.

“From day one, safety has been and continues to be the priority for California educators who have

spent the last two years confronting COVID’s ever-evolving challenges as individuals, as parents, and as teachers and school professionals,” said CTA President E. Toby Boyd in a statement following the announcement. “They have put their hearts and souls into meeting the academic and social-emotional

needs of their students while also caring for their own families.”

The entire statement can be viewed here: [cta.org/press-release/educators-on-new-guidance-for-schools-and-colleges](https://cta.org/press-release/educators-on-new-guidance-for-schools-and-colleges). ■

