



ADVOCATE

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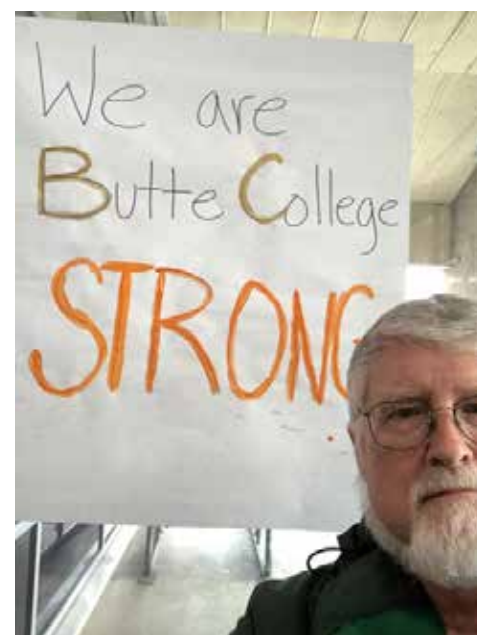
The Official Newspaper of The Community College Association/CTA-NEA



Melissa Artstein-McNassar and her family hoped to spend Christmas in their new home.



The Artstein-McNassar home before (above) and after (top) the fire.



"Faculty and staff will be dealing with this for months to come," says Daniel Barnett.

FACULTY AS FAMILY

Butte College Strong

IT'S BEEN NEARLY three months since the Camp Fire, the deadliest and most destructive wildfire in California history, killed 86 people, burned 153,336 acres, obliterated 18,804 structures, and destroyed 95 percent of the town of Paradise.

Butte College students and faculty were hit hard by the fire. Of the 1,471 students living in the Camp Fire area, over 700 reported they lost their homes. Every department was touched in some way by the fire as 129 employees lost their homes. Many faculty and staff are still living with colleagues. Others are providing space or fields for travel trailers and campers.

The total harm to the mental and physical health, the learning environment, and the safety of students and faculty will not be known for months to come. Through it all, the college family has been pulling together, said Mario Vela, Butte College Education Association (BCEA) president.

CCA members affected by the fire are still picking up CTA Disaster

Relief Fund checks and stopping by the CTA Chico office to pick up gift cards. "The outpouring of support from CCA and CTA chapters has been very cool," Vela said. "It's been very thoughtful. We all appreciate it." It's hard to know how to help, added Vela, who personally reached out to affected faculty. For him, it's a matter of taking time to listen.

"That's what I'm here for. We took care of business, filling out forms, and I lent an ear. I've been thanked for simply listening," he said. A lot of donations came in but were not being picked up because people did not have a place to put them, Vela said. For example, some people wanted to donate turkeys for Thanksgiving dinner. "It was frustrating for faculty because they had no place to cook."

What's needed? Housing. That may impact the future of Butte College, based in Oroville, as officials wait to see how many displaced faculty don't return because they can't find housing. "Many are in Yuba City and Roseville, but people are not going to

commute 90 minutes one way every day," said Vela.

Faculty made it through the semester as the Chancellor's Office allowed flexibility with class loads, enabling students to get hours so they could graduate on time. Finals week was changed to an instructional week, for example, and faculty adjusted coursework. "Faculty got creative about how to give finals," said Vela, who combined small projects into one and made the final a take-home.

How did BCEA colleagues fare?

Melissa Artstein-McNassar and her husband moved to California in January 2018, and in June closed on their new home in Paradise. The anthropology instructor was "making it a home, preparing to spend our first Christmas there," she said. "Now there's nothing." A neighbor came over and pointed above her house. She saw huge gray-black plumes of smoke and heard explosions. She grabbed emergency sup-

plies, her 3-year-old daughter and the dog, and dashed for safety. The dash lasted six hours. "Everywhere was gridlocked. People were running out of gas and getting stuck on the side of the road, so other people were picking them up."

Artstein-McNassar and her family are still trying to figure out what to do. "Our house is gone, but we're safe with a roof overhead that's not a tent." She's glad for the caring and supportive Butte College faculty, but she's worried about the students. "They are displaced all over the state."

After evacuating with his wife and three children, ages 6, 8 and 11, automotive instructor **Craig Kielb** moved to shelters and homes, including a stint in Reno, before returning to Chico. When they evacuated, "I didn't care about stuff, we just moved fast." In fact, stuff became problematic. "Too many people were trying to give my kids toys, but we had nowhere to put them." Gift cards for everyday necessities are the most useful donations, he said, adding,



Craig Kielb



Mario Vela

How Are We Doing on Dual Enrollment?

How can we best advocate for students and faculty?

By CCA President **Lynette Nyaggah**

WELL, WE MADE IT to 2019! I hope all of you had a relaxing and rejuvenating break and are ready to get back to the best job in the world — teaching in a community college! As I enter the final lap of my CCA presidency, I would like to thank all of you for the wonderful time I've had working with you and for you. I look forward to seeing you at our Winter Conference in San Diego in February. Registration is open on our new website, cca4us.org!

Just a month ago, I was approached by a K-12 leader in State Council, the California Teachers Association's governing body. She was concerned because her chapter in Northern California was dealing with dual enrollment classes and had no contract language to cover them. She asked me if I could help her with model language so that she could protect her members who were teaching these classes. This is happening all over the state, and CCA is working with our K-12 colleagues to make sure that these programs adhere to the law.

In this issue (page 5) you can read about how colleges and high schools are rolling out dual enrollment programs, and how Sierra College faculty and high school teachers are working together and sharing resources. We see many successes like this, but we have a long way to go. Since 2015, dual enrollment programs have grown. We are having trouble tracking how many programs are in existence, and we need your help in this area. I have spoken to chapter presidents who participate in our CCA conference calls, asking them to contribute memorandums of understanding (MOUs) or contract provisions for their districts' dual enrollment programs. If you are an officer or bargaining chair at one of our chapters, and you have model language on dual enrollment, please send it to me at president.cca4us@gmail.com. We are compiling these documents into a collection that we can use to educate the Legislature about how their bills have actually been implemented, and how, in many cases, there have been unintended consequences.

Here are a few facts about dual enrollment programs under AB 288, which outlines College and Career Access Pathways partnerships:

- They require a partnership agreement between the community college district and the K-12 district.
- The board of trustees and the school board of the districts involved must approve the agreement. This means that they appear on the board agendas.
- Minimum qualifications are required for high school teachers who teach these classes.
- The programs must comply with the collective bargaining agreements of the chapters for both the community college and the high school.



Lynette Nyaggah

- Agreements are required if the dual enrollment programs are in one community college district but are executed with another community college.

These are important protections, but school districts do not always adhere to them.

In addition, union leaders should get answers to the following questions about the classes:

- How is hiring done? The Academic Senate and the Faculty Association must be involved, and hiring must follow the normal processes. This is often not the case. There are stories about union presidents who discover that hundreds of classes are being taught at high schools but they know nothing about them.
- Is the community college district the employer of record for the high school teachers? Since these are community college classes, they should be.
- Are the high school teachers offered union membership when they become employees of the community college district? Often, they are not even aware that they are employees.
- How much are they paid? High school teachers are sometimes given simply a stipend — \$200 or \$500 — to teach a class for which they could earn as much as \$3,000 if they were on campus. If the unions confer, the agreement could stipulate the same rate of pay for dual enrollment instructors as on-campus instructors.
- Do high school teachers meet with their on-campus colleagues and receive the same orientation and academic support as other faculty? As we see in the Sierra College story, sometimes they don't even know that there is a course outline for the course they are teaching. This means that there is a very great chance that these courses are not equivalent to the on-campus course, and the students have been shortchanged in their education.
- Does the course actually conform to the course outline and have equivalent content and rigor? Some of these courses are prerequisites for classes which the high school students will take when they get to college. Students need classes at the appropriate level.

As you can see, dual enrollment is complex. Our job is to make sure that these programs conform to the requirements of the law and that we have contract language covering them. We still have great concerns that funds are being siphoned off from programs for our target student populations to fund these programs. Like the contract language, we ask that if you have information about the funding of dual enrollment in your districts, let us know so that we can advocate in Sacramento for our faculty and students. ■

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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Winter 2019 CCA Calendar

CCA Winter Conference
FEBRUARY 8-10
San Diego, cca4us.org

Equity and Human Rights Conference
MARCH 1-3
San Jose, ctago.org

New Educator Weekend
MARCH 8-10
Burlingame, ctago.org

CCA Has a New Website

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cca4us.org

YOU RECOMMENDED IT. CCA did it. CCA's website is a one-stop resource for news and information you need. Members recommended that the website be updated and become a more interactive resource. The website has a new domain name — www.cca4us.org — and better aligns with CCA's communications strategy, which addresses both internal and external audiences (members, colleges and the public).

News you can use at cca4us.org

Besides links to CCA's social media sites, like Facebook, Twitter and Instagram, find links at the top of the page for the following:

- **About:** Contact information for board members and local leaders, bylaws and standing rules, education partners, election information, acronyms, and frequently asked questions.
- **Members:** Local chapter leader information, how to join, grant information, and member benefits.
- **Calendar:** Conference information (such as CCA's Winter Conference Feb. 8-10 in San Diego), participation information for the California Leadership Academy and Building Strong Locals program, and CTA/CCA events.
- **Issues & Action:** Adjunct and part-time faculty issues, CCA's legislative program, policy initiatives and the state budget, women's issues, equity and diversity information, and an online edition of the *CCA Advocate*.
- **Forms:** Member enrollment, expenses, grant and emergency response applications, State Council candidacy declarations, WHO nominations, and Faculty Equity and Diversity Award nominations.

Does your local have a website?

CCA local chapters communicate with each other in several ways online to share information and updates: a public, closed or private Facebook group, Twitter, Instagram, or a website.

The following CCA chapters are online. (Our list does not include webpages that are on a college site.)

Don't see your site? Email cca4usmedia@gmail.com.

Chaffey College FA	ccfa.us (FB, Twitter)
Citrus College FA	citrusfac.org (FB)
Coast CCA	coastcca.org (FB, Twitter, Instagram)
College of the Canyons FA	cocfaculty.org
College of the Desert Adjunct Association	codaa.net
College of the Sequoias TA	costeachers.org
Copper Mountain College FA	cmccd.edu/faculty-and-staff/faculty-association
FA of Rancho Santiago CCD	farsccd.org (FB)
Gavilan College FA	gavfaculty.com
Hartnell College FA	Hartnell-College-Faculty-Association (FB)
Imperial Valley College CCA/CTA/NEA	ivccta.com
Kern CCD/CCA	kccdcca.org
Lassen College FA	lassencollegefaculty.org (FB)
Long Beach City College CHI	lbccchi.org
Long Beach City College FA	longbeachcca.org
Merced College FA	mercedcollegefa (FB)
MiraCosta College Academic Associate Faculty	mccaaf.org (FB)
Mt. San Antonio College FA	msac-fa.org (FB)
Mt. San Jacinto College FA	Mt-San-Jacinto-College-Faculty-Association (FB)
Napa Valley College FA	nvdfa.org
Rio Hondo College FA	rhdfa.org (FB)
Riverside CCD FA	rcc.edu/cta
San Joaquin Delta College TA	sjdcta.org (FB)
Shasta College FA	shastacollegefacultyassociation.wordpress.com
South Orange County CCD FA	soccdfa.net
Southwestern College EA	swcscea.org
United Faculty North Orange County CCD	sites.google.com/site/ufnocccd
Victor Valley College FA	vvcfa.org

CHECK OUT THESE SAMPLE SITES:

- Anaheim Secondary Teachers Association, astanaheim.org
- La Cañada Teachers Association, lcteachers.net/wordpress

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For costs and further details of the coverage, including exclusions, benefit waiting periods, any reductions or limitations and the terms under which the policies may be continued in force, please contact Standard Insurance Company at 800.522.0406 (TTY).

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Dual Enrollment Requires K-14 Collaboration

CC and K-12 colleagues share information, build networks

“TOGETHER WE ARE STRONGER” is not just a slogan, especially when it comes to providing the resources and opportunities for students to succeed. Sometimes it’s simply about sharing information, which is what local leaders are doing on the topic of dual enrollment.

Sierra College Faculty Association (SCFA) President Johnnie Terry, Rocklin Teachers Professional Association (RTPA) President Colleen Crowe, and Roseville Secondary Education Association (RSEA) President Paul Hayes, among others, met to share resources, contract language and best practices in negotiating and navigating dual enrollment issues. Other union leaders representing school districts who contract with Sierra College, located in Rocklin, also participated.

What was your general “aha” from the meeting?

TERRY:

Our administrators are speaking up, but our faculty, the ones who meet the student face-to-face, are not, and this does a disservice to faculty and to students. For example, the faculty teaching dual enrollment classes did not have copies of the signed dual enrollment contracts between the college and the school districts. Additionally, the faculty teaching the dual enrollment classes were not aware of the college’s Outline of Record that included class max sizes (a pedagogically derived maximum).

CROWE:

It became clear that while we all want what’s best for students, we should be working collaboratively to get the best possible deal for K-12 teachers and college faculty, and not put either group in a difficult situation.

HAYES:

I was not aware that Sierra faculty had concerns, but it makes sense because we had not really been made privy to the information shared before. What also struck me was the amount of responsibility that the high school teacher had regarding the program. I was surprised by how much money the school district was receiving from Sierra College.

What did you discover about your contract language based on this meeting?

HAYES:

While, for the most part, the language concerning dual enrollment was consistent, I discovered that school districts provide different compensation to the teachers teaching dual enrollment classes. The amount varied from \$500 to \$1,500, depending on the district.

CROWE:

This meeting did help us write good language for agreements on issues such as class size, materials, etc.

TERRY:

I learned that some of our colleagues did not have Academic Freedom articles in their contracts and that, from my perspective, it cannot be a college



Colleen Crowe



Johnnie Terry



Paul Hayes

Sharing information, resources and contracts is the right thing to do as a union advocate and as a teaching professional.

class unless the faculty teaching has the benefits of Academic Freedom.

Additionally, some high school administrators were not respecting the class max size set by the college curriculum for dual enrollment students, but were placing additional non-dual-enrollment students in the same class to raise the class numbers. There are several problems with this, but one problem is that high school students enrolled in a dual enrollment class have the same privacy rights as college students. In other words, teachers do not share dual enrollment student evaluations, classroom issues with parents. That’s not the case for non-dual-enrollment high school students. Unless notified, how does the high school teacher know with which parents she or he can talk?

What do you think members should know and understand about dual enrollment based on what you’ve learned?

CROWE:

It needs to be on a voluntary basis. No member should be forced to participate. Also, make sure to get the financials about what the agreement is so that the stipends are adequate. We went from \$500 stipends per course per semester to \$1,500 per course per semester and release days. Our members were very grateful that we had pushed for adequate compensation.

TERRY:

Dual enrollment courses do help students to progress quickly along the path to attaining educational goals, and that is a good thing. However, faculty from both institutions need to be communicating.

HAYES:

The main takeaway is the amount of work that falls on the high school teacher teaching the course. I strongly suggest they educate themselves on this before they agree to teach the course.

What did you learn about collaborating with community college and K-12 colleagues?

CROWE:

SCFA is awesome! Knowing and understanding

how things work at the community college was so beneficial. They were willing to help us and give suggestions on how to obtain a better memorandum of understanding (MOU) on dual enrollment. Having these meetings helps us understand the different ways to compensate people. It draws us all closer together so that we are united in advocating for our students, K-14.

HAYES:

Communication and sharing of information so everybody knows what they are getting involved with can help solve any issue. We are all teachers — community college faculty and K-12 teachers are so alike. We have the same concerns.

TERRY:

We are all faculty who have an overriding concern to help our students be successful. I’m a union advocate first in everything I do. Sharing information, resources and contracts is the right thing to do as a union advocate and as a teaching professional. Moving forward, union collaboration like this can provide the information that administrators have such that K-12 unions are not negotiating in the dark. Community college faculty, as CTA faculty, have a lot to offer our K-12 colleagues! ■

What Is Dual Enrollment?

The term “Dual Enrollment” refers to a college course that is taken by a high school student through an agreement between the college and K-12 district.

Dual enrollment courses can be structured in a variety of ways:

- On high school campuses, taught by high school staff or community college faculty
- On community college campuses, taught by high school staff or community college faculty
- Occurring before, during or after the school day



Shannamar Dewey teaches human physiology at Butte College. Her husband, Darin McQuoid (NorCal Photography), took these photos of their house and their terrifying trek to safety. "The craziest thing about my story is that it is not crazy," she says. "Thousands of others have similar tales."



After they quickly pack, check on their neighbors and get in their car, traffic is at a standstill. "I have never heard transformers exploding," Dewey says. "This is the first time I think we might not get out. Days later we learn that five people died trapped in their car nearby."



As their route takes them closer to the fire, Dewey's husband says he's sorry. "We both think maybe he made the decision that will kill us. I tell him it's OK." They eventually abandon their car and get into a neighbor's car. They all make it out safely.

FIRE, continued from page 1 ▶

"We're doing all right, considering." Kielb is back in class with his students, many of whom have a hard time paying attention. They've got other things to think about, he said.

Daniel Barnett was one of the lucky ones. Not only did he miss going through the horrific evacuation, because he was up in Oregon, but his house survived the fire. In his neighborhood, three houses burned. "Ours is OK, although it can't be occupied," he said. "We visit the house for a few hours every few days."

Barnett teaches Introduction to Logic online, so his classes were not interrupted. Students actively

deliberate issues and help one another with coursework in the open discussion areas. Some are also now sharing fire experiences. Barnett said many instructors put course materials online via Canvas (the college's learning management system), so students who found housing outside of the area could "return" to class.

As classes finished for the semester, "counselors encouraged us to be on the lookout for post-traumatic stress symptoms," Barnett said. "Faculty and staff will be dealing with this for months to come, even as cleanup begins."

Linda Johnson, chair of the social and behav-

ioral sciences department, agrees. She lost her home and is now staying with her mom in a senior living facility. She described the escape from the fire and waiting in the darkness with fires glowing and gas tanks popping nearby as "one of most horrific things I've lived through, and I'm 60. I've lived a rambunctious life."

Johnson encourages those who want to "do something" to continue reaching out to those impacted by the fire. "It's a trial to live in other people's homes. It's going to last a while. Regular outreach, even if you reach out and text someone, will make a difference." ■

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Inmate Education Program: Everyone Deserves a Second Chance

CCA Task Force Makes Sure Faculty Are Safe and Secure

The CCA Inmate Education Task Force started last spring when it became clear that many colleges had no contract language addressing the working conditions of faculty who teach in prison programs.

“Our charge was to develop model contract language for local chapters to negotiate if their college participates in an inmate education program,” says CCA Board member and task force chair Patrick Mitchell. The 15-member task force, representing colleges from across the state, produced model contract language and provides resources and other support.

“The No. 1 item in our model contract language states that teaching in a prison program must be voluntary. Faculty should not be assigned to teach in these programs unless they want to be,” says Mitchell. “Having said that, I’m told that the classes in the prisons are among the best classes some of my colleagues have taught. So we want to ensure that as inmate education programs become larger and more common, and more faculty begin to teach in them, those faculty have fair working conditions.”

Negotiators have found the model contract language ambitious but extremely fair, he adds. “We need to ensure that faculty are being fairly compensated for their extra time and expenses in teaching these classes.”

Extra time, says the Merced College Faculty Association member, means the time it takes to get in and out of the prison and to complete the requirements for working in the program and preparing the classes. There are also extra expenses incurred with travel, fingerprinting, and biannual TB tests.

This is important for college faculty who believe inmates need an education if they’re going to earn their second chance — faculty such as Melissa Bowen, who teaches psychology at California Correctional Institution in Tehachapi and California City Correctional Facility, and Tony Anderson, who taught student success classes at Salinas Valley State Prison in Soledad.

“I cannot express how much of an impact it has made on my teaching and my career,” says Bowen, whose courses include lifespan development, research methods, and abnormal and physiological psychology classes for the Kern Community College District CCA chapter.

“I had a student who had been in prison for 31 years and was released. Without college, he would not have had the skills necessary to make a life for himself,” she says. “I had another student tell me that college classes are the only place where he is not labeled as a drug dealer, gang member or inmate, and that he now identi-



Above: Melissa Bowen enjoys teaching at state correctional facilities in Tehachapi and California City.

fies as a student-athlete.”

“People who make mistakes deserve a second chance,” says Anderson.

“As faculty, we want to educate them, but at the same time we must be in a respectful environment where students can learn and faculty are in a safe environment to teach. There were times I didn’t feel safe. When you go inside, you go in at your own risk.” Prison officials gave him a beeper with a personal alarm button. “It takes seven to 15 seconds for security to get to you, but in that time, you could be dead,” he says.

That’s why teaching should be voluntary, Anderson notes. “Often, probationary faculty didn’t know they could say no. Faculty have a right to say no. Teaching in a prison is not for everyone.”

Bowen says her students are well-behaved, respectful and disciplined. “They consistently score better on assignments, tests and end-of-term grades than my traditional students,” she notes, while admitting that teaching in the prison requires thinking on your feet and being prepared for change.

“I was the first college professor to teach at CCI-Tehachapi, and that required learning the ropes quickly to provide the best instruction to my students. One of the biggest challenges requiring adaptation is when the prison is shut down for any incident, such as fighting or inclement weather.” Inmates are not released from their cells if the weather is too severe. “Lesson plans have to be adapted,



Left: Tony Anderson says teaching in prisons is not for everyone, so it should be voluntary.

schedules revised” on a moment’s notice.

Time is a barrier when it comes to travel, lockdowns, and time for students to work on projects, says Anderson. He was away from campus for half a day, three times a week, to teach one class. It was a 30-minute drive one way, and it took up to 45 minutes to get through security, entering and leaving the prison.

Anderson was rarely notified of lockdown days. “So I made the 30-mile drive to prison from Hartnell College, and I can’t teach. That happened three weeks in a row. We have to make those days up so students get their hours and get credit. But then, whose financial responsibility is it when you’ve driven there to provide a service and are locked out? You should still get paid for the trip. Issues like these must be taken into account.”

Internet access is not allowed at all prison facilities, and computers are not allowed in some institutions, Anderson notes. “Students can’t always do searches online, so be prepared to teach like it’s the 1960s or 1970s.” Since there are no office hours, he provided extra time for students to get work done during class.

Bowen says she appreciates the networking opportunities the task force affords. “It is great to hear what other people are experiencing throughout the state and to get fresh ideas about how to handle difficult situations, such as how to incorporate technology into prison classrooms.”

“The task force and the union have been instrumental in advocating for college professors in the prison,” adds Bowen. “There is now a stipend provided for teaching in the prison as well as mileage reimbursement, thanks to the work of our union.” ■



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