

# ADVOCATE



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

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## Part-Time Faculty Continue Fight for Parity

### CCA Working To Win Equity and Respect for All

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

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

The lack of certainty about work is just the tip of the iceberg when it comes to the disparities endured by part-time faculty in community colleges across the state. Part-time faculty are paid less than their full-time colleagues, receive fewer benefits, often need

college provide shared office space to all part-time faculty “when feasible,” though there is usually not enough for everyone.

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

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

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

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

to purchase their own supplies, and even have to fight for office space on campus. Roberts says her contract stipulates that the

Please see **PART-TIME FACULTY**, p. 4 ▶



## Winter Conference Spotlights Advocacy

Jan. 29-30: Register Today for Virtual Event — Free for Members

**WHILE MOST EDUCATORS** are less than enthusiastic about the role politics plays in education, the fact remains that effective advocacy and engagement with leaders and elected officials is critical to success at the bargaining table and growing strength in local associations. In this spirit, the 2021 CCA Winter Conference is focusing on advocacy and activism to build power, defend members, and continue the fight for the colleges that all students deserve.

Due to the ongoing COVID-19 pandemic, the Winter Conference will take place virtually Jan. 29-30. Attendance to the conference is free for all CCA members — register at [cta.org/event/2021-cca-winter-conf](https://cta.org/event/2021-cca-winter-conf). Scheduled workshop topics include: Grievance Training; Part-Time Faculty Issues; Unionism 101; Social Media/Communications; and School Safety and Crisis Intervention.

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

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

The CCA Bargaining Academy and the Building Strong Locals Academy will take place concurrently with the conference. The Bargaining Academy is an exciting and unique opportunity designed exclusively for chapter negotiating teams (not individuals), which will run parallel to the regular conference program. The Bargaining Academy includes training on essential bargaining skills and provides up-to-

date knowledge on bargaining law and district budgets, all in an interactive, team-based session.

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

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

Please see **WINTER CONFERENCE**, p. 5 ▶

# New Year, Fresh Opportunities

By CCA President **Eric Kaljumägi**



CCA President Eric Kaljumägi

**A COUPLE OF DAYS AGO,** I glanced through a catalog and found an advertisement for a black T-shirt on which was written “2020 Very bad. Would not visit again.” I seriously considered buying

it. While I could fill this page with reasons why I won’t be missing 2020, I’d rather look ahead to 2021, as the new year promises to earn a much higher rating.

Based on articles in the news and comments from medical professionals such as Drs. Anthony Fauci (NIAID) and Bob Wachter (UCSF), educators are likely to be included in the

second or third round of COVID-19 vaccine

prioritization. This

means that you will

likely be offered

a vaccination

some time

during the

spring semester.

Thus, while fall

2021 will probably

not be “normal,” it will

likely be the semester when

many of us transition back

to in-person instruction.

In a recent CCA survey,

69 percent of members

found distance education less

effective than in-person learning, so I

anticipate that many of us will be

back in classrooms in 2022. CTA has

published standards for bargaining a safe

reopening, and all local presidents can get

this information through their primary

contact staff.

With regard to the state budget, the

Legislative Analyst’s Office (LAO) now

predicts that the state will enjoy a one-

time windfall of \$26 billion in 2021-22.

This is more than enough to cover the

\$12 billion deferred from K-14 education

in 2020-21, and we have high hopes that

the deferment will be repaid. In addition,

the Prop. 98 guarantees are estimated

to increase funding for K-14 next year

by roughly 3 percent. While the LAO

predicts deficits in the following years,

we can take heart that their predicted

crash of the stock market didn’t occur.

The stock market is strong, capital gains

are occurring, and income tax is being

provided to the state from these gains.

There’s even some talk of a small COLA.

CCA’s advocacy work looks to be

considerably expanded in 2021. We have

identified and trained a local legislative

lobby group to interact with our state

legislators, and we have asked CTA to

help us sponsor legislation that supports

part-time faculty parity. In addition, we

now have an updated process to include

CCA in creating and updating CTA’s

higher education policies. Although

it looks like one or two State Council

seats will remain empty this year, there

are enough State Council delegates

from CCA chapters to ensure that

CTA’s work includes the community

college voice.

The training work of CCA

should also look better in

2021. After having to

cancel our spring

conference

last April, we

figured out Zoom

and Webex and

learned a lot from

our first-ever virtual

conference this past

October. We expect

to have a great virtual

conference in January.

There will be a new

Building Strong Locals

academy for those

interested in learning

about union work, and a variety of

sessions on topics including negotiations,

grievance processing and social justice.

Since there are no travel or meal expenses

to reimburse, we do not have to limit

participation, so please sign up and take

advantage of our conference!

One year ago, I had no idea that I would

be soon working out of my garage each

day with my physical social circle reduced

to my two adult children. Six months

ago, I had no idea that scientists would

soon smash the record for delivering an

effective vaccine against a novel virus.

While my personal crystal ball is clearly

not helping me predict the future, I think

there’s good evidence that our collective

viral nadir is right about now and that

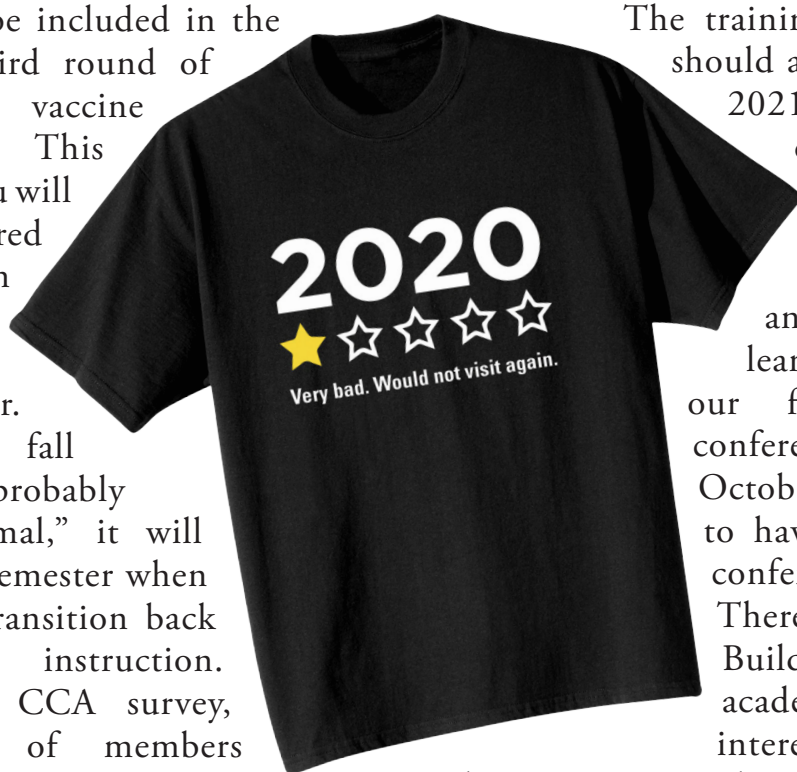
things should start to markedly improve.

We will get through this, and CCA will

continue to support your local union

and advocate on your behalf. Here’s to a

much better 2021! ■



## 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.

### COMMUNITY COLLEGE ASSOCIATION

916-288-4921

### EDITOR

Julian Peeples

### PUBLICATIONS SUPPORT SPECIALISTS

Christina Barbieri, Craig Hamilton

### CCA OFFICERS

Eric Kaljumägi, *President*

Mt. San Antonio College

[president@cca4us.org](mailto:president@cca4us.org)

Randa B. Wahbe, *Vice President*

Cypress College

[vp@cca4us.org](mailto:vp@cca4us.org)

John Sullivan, *Secretary*

San Bernardino Valley College, Riverside City

College and Santiago Canyon College

[secretary@cca4us.org](mailto:secretary@cca4us.org)

Jonathan Ausubel, *Treasurer*

Chaffey College

[treasurer@cca4us.org](mailto:treasurer@cca4us.org)

### CTA CONTACT STAFF

Lori Adams, Justin Arnold, Pat Alvarez, Mia Banta,

Mary Bernadin, Tammy Brooks, Rebecca Carmelia,

Paul Chambers, Jacqueline Cousar, Aurora

Curiel-Rogers, Donna Christoffersen, Robin Devitt,

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Tracey, Chelsea Villegas, Michelle Washington

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# Colleges Prepare for New Ethnic Studies Requirements

## As Faculty Celebrate Progress, Many Questions Remain

**EDUCATORS ACROSS THE STATE** are celebrating the historic new requirement that will make ethnic studies a part of every CSU student's educational experience.

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

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

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

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

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

### **DIRECTION TO COME AS SOME COLLEGES SCRAMBLE**

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

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

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

"What happens is, we are the collateral damage. Community colleges that don't have ethnic studies

have to create those classes and hire faculty," Lind says, noting that he expects Cypress College's ethnic studies offerings to grow from its current 15 sections.

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

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

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

Direction is expected from the Chancellor's Office ([cccco.edu](http://cccco.edu)) in March. The new requirement goes into effect for students graduating from CSU in 2024-25, and students entering college next fall are the first who will be affected. ■

We focus on what's important so you can do the same.

Between playing fetch and belly rubs, chances are you don't have time to research and find an insurance plan that works for you.

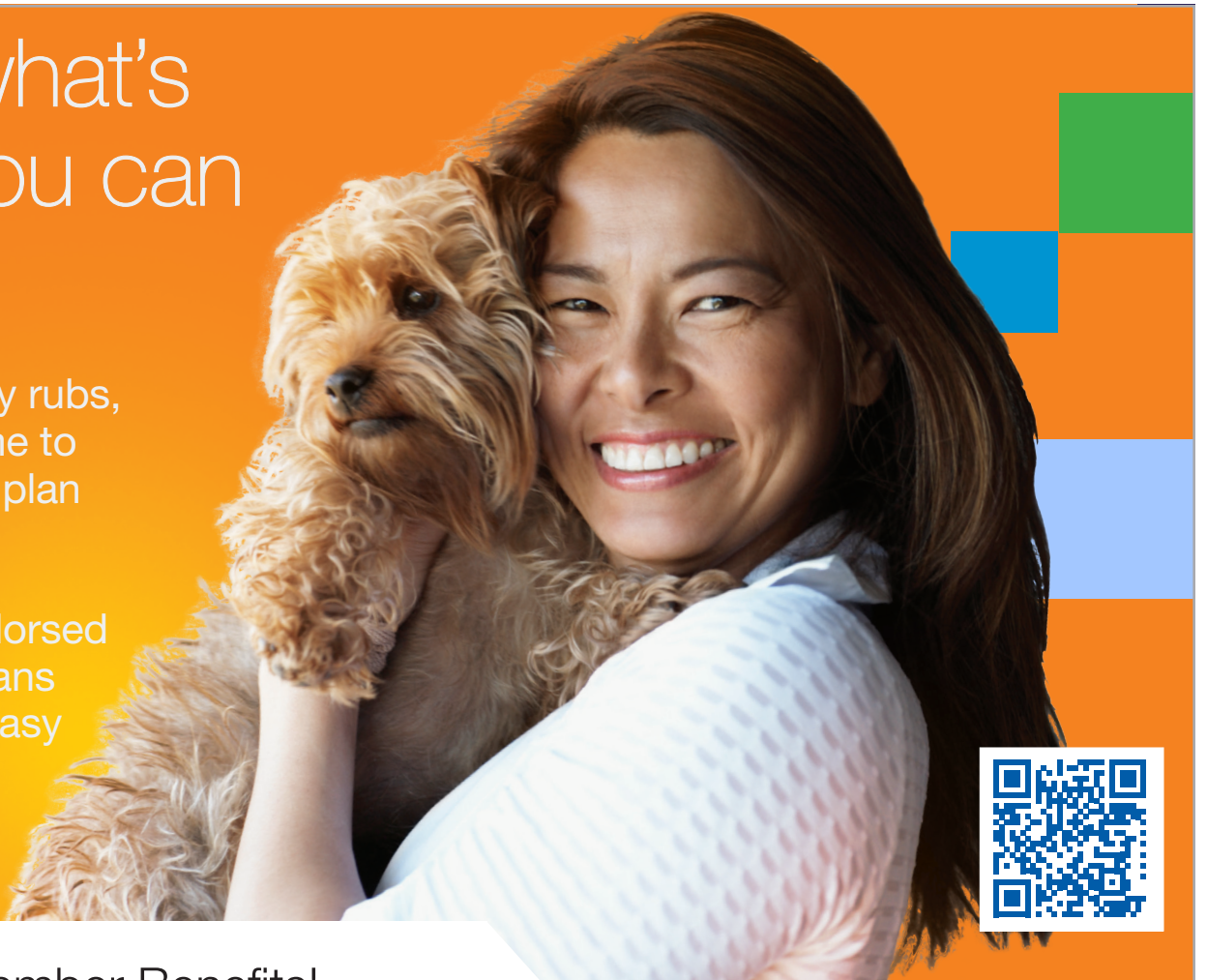
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While part-time faculty are capped at 67 percent of a full-time workload, they are only paid for the time they spend teaching courses — not the time needed to prep, grade or help students outside of class. Part-time faculty are not always paid for office hours or provided space to provide such assistance. Sullivan says that parity for part-time faculty means equal pay for equal work.

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

The disparity has lasting impacts on part-time faculty. In addition to making substantially less for doing the same work with the same qualifications,

the pay gap means seasoned part-time faculty like Sullivan earn far less in retirement benefits. Sullivan says the lack of workload parity has also impacted his ability to obtain health insurance that he may need as he gets older.

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

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

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

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

and end this ongoing inequity.

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

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

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

# Governor Signs CCA-Supported Bills

## In COVID-Lightened Session, 48 Community College Bills Become Law

**EVEN DURING** simultaneous national crises, CCA/CTA was hard at work shepherding legislation to Gov. Gavin Newsom’s desk — with five CCA-supported bills joining 43 others affecting community colleges earning his signature and becoming law. ■



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

#### **AB 376 BY MARK STONE (D): Student Loan Servicing**

This law establishes the Student Borrower Bill of Rights, which will ensure that student borrowers are given reliable information, quality customer service, and meaningful access to repayment and forgiveness programs. It also establishes the Student Borrower Advocate position to provide timely assistance to any student loan recipient facing issues with their loan. Signed by the governor Sept. 25.

#### **AB 1460 BY SHIRLEY WEBER (D): CSU Ethnic Studies Requirement**

This law requires CSU to provide courses in ethnic studies at each campus commencing with the 2021-22 academic year and to require the completion of one three-unit course in ethnic studies for students graduating in the 2024-25 academic year. Signed by the governor Aug. 17. (See page 3 for related story.)

#### **AB 2234 BY ED CHAU (D): Personnel Commission Conflicts of Interest**

This law amends Education Code statutes regarding conflicts of interest between personnel commissions overseeing classified staff and the governing boards of K-12 and community college districts. The changes give

more power to district personnel commissions by allowing them to declare a conflict of interest exists and hire their own attorneys. Signed by the governor Sept. 9.

#### **AB 2884 BY MARC BERMAN (D): California State Lottery Revenue Allocation**

This law expands the allowable use of restricted lottery funds allocated to community colleges to include direct aid to community college students in the form of housing and food assistance. This law also allows lottery funds to be used freely for technology. Signed by the governor Sept. 29.

#### **AB 3137 BY RANDY VOEPEL (R): California College Promise For Active Duty Military**

This law allows a student who is a member of the Armed Forces of the United States and is called to active duty to withdraw from participation in the California College Promise and resume participation in the program upon their return from active duty without losing eligibility for the fee waiver or any other benefit of the program. Signed by the governor Sept. 28. ■

### Meeting Virtually, Legislature Focuses on Essentials

**THE COVID-19 PANDEMIC** changed every aspect of life in 2020, and the California Legislature was no exception. Elected officials took up only the most critical legislation, considering far fewer bills than in a typical session. CCA reviewed all 208 two-year and newly introduced bills related to higher education (taking positions on 104) considered by the Legislature in 2020, and Gov. Newsom signed 48 into law. A complete list of the new laws can be found on the California Community Colleges website [cccco.edu](http://cccco.edu) (search for “enacted bills”). ■



**WINTER CONFERENCE**, continued from p. 1 ▶

The CCA Winter Conference will be hosted online using the CTA Attendee Hub. This online event platform is where attendees will be able to build their agenda, join sessions, meet with exhibitors, and more. The sessions will take place on Webex. Email [ccaconference@cta.org](mailto:ccaconference@cta.org) with questions. ■



**WINTER CONFERENCE SESSIONS (TENTATIVE)**

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

**SCHEDULE OF EVENTS**  
*Winter Conference/  
Bargaining Academy/BSL*

**FRIDAY, JAN. 29**

CCA Board Meeting	9:30 a.m.-1:30 p.m.
CCA Bargaining Academy - Session I	1-6 p.m.
New Delegates/Conference Attendees Orientation	2-3 p.m.
CCA Building Strong Locals Academy - Session I	3-4:30 p.m.
Professional Development Workshops - Session I	3-4:30 p.m.
CCA Building Strong Locals Academy - Session II	5-6:30 p.m.
Professional Development Workshops - Session II	5-6:30 p.m.
Vendor/CCA Committees Showcase	6:30-7:30 p.m.
General Session I & State Budget Update	7:30-9 p.m.

**SATURDAY, JAN. 30**

CCA Bargaining Academy - Session II	9 a.m.-2 p.m.
CCA Building Strong Locals Academy - Session III	9:30-11 a.m.
Professional Development Workshops - Session III	9:30-11 a.m.
Vendor/CCA Committees Showcase	11 a.m.-Noon
General Session II & Legislative Update	Noon-2 p.m.

**WORKSHOP HIGHLIGHTS**  
*Check out these workshops and more. See [cca4us.org/conferences](http://cca4us.org/conferences) for more information.*

**NEW BARGAINING TEAM MEMBERS**

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

**BUILDING A POSITIVE RELATIONSHIP BETWEEN THE UNION AND THE ACADEMIC SENATE**

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

**INTRODUCTION TO CANVA: SOCIAL MEDIA SHAREABLES, GRAPHICS & MORE**

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



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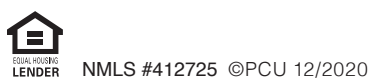
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# Focusing on Safety & Students

## Professor Joins CCA Board

**CITRUS COLLEGE** professor Jesus Gutierrez is one of the newest members of the CCA Board of Directors, winning election as the District G director to complete the term ending this year.

A member of Citrus College Faculty Association, Gutierrez has taught mathematics full time at the college since 2008. He is a graduate of the California community college system, attending Rio Hondo College after completing four years of active duty with the U.S. Marine Corps.

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

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

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

**A.** I was elected to finish off a two-year term, but I will be running for reelection. My first goal is to maintain consistent communication with the colleges I am representing and the CCA Board. My second goal is to continue to learn and grow professionally. My third goal is to find and groom

my replacement.

### Q. What are the biggest issues facing community colleges right now?

**A.** Safely reopening our colleges is a big issue facing us. I also see the change in working conditions due to COVID-19 affecting our profession.

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

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

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

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

### Q. Any final words?

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



# Searching for the Spark

## Q&A with CCA Board Member

**CHRIS CRUZ-BOONE** is an assistant professor in the department of communications at Bakersfield Community College, and was recently elected to serve as District D director on the CCA Board. The Kern CCD/CCA member has a lengthy record of leadership in her work and in the labor movement. In November, Cruz-Boone also won election to the Bakersfield City School District Board of Education.

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

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

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

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

**A.** Could Robin Williams have

become captain to a screen full of black boxes? Could Socrates have inspired Plato to write his dialogues via Zoom?

Am I good enough to teach and reach my virtual students no matter how bleak the place from which they connect? I am firmly resolved that the answer to all these questions is unequivocally: *maybe*.

The secret that no one tells you when you get started as a community college professor is that the job is one part entertainer and two parts content expert. Each meeting, we receive a captive adult audience, and we introduce to them the subject area to which we have devoted our lives. There is a thrill of watching that spark of comprehension for even just one student. Some days, the stars align and you get that session where everything comes together with attendance and engagement, and that magical lesson drives you through the bad days, as you try to recapture that euphoria.

I have not seen a face-to-face spark in a student since March 2020, and the cacophony of black boxes dulls my spirit and resolve. When the ominous black boxes get me down, I have an ongoing gratitude list. It includes things such as: being alive, teaching barefoot from my favorite green velvet chair, my dog Rupert Giles beside me, and my 10-year-old son making us mint tea. I suggest writing your own gratitude list, but more importantly, keep searching for the spark, because even though you cannot see it, we have to believe it is still there. ■



## Board Member Spotlight: KAREN ROBERTS

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

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

**Term:**  
Complete unexpired  
2019-21

**Local Association:**  
CHI Long Beach City College

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

**Top Issues:**  
Funding and student equity. Students need access to computers and Wi-Fi in order to successfully complete assignments. In addition, students need emotional support given how isolated everyone is because of the pandemic.

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



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# Sending Solidarity in the Mail

## COCFA Spreads Joy With CCA Grant

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

Just before the holidays, the College of the Canyons Faculty Association (COCFA) secretary assembled and mailed "envelopes of joy" to all 220 members in appreciation of their work. These packages were filled with COCFA-branded items that members can use as they deliver instruction from home, including a webcam cover, a mousepad, a phone holder, pens, and an eco journal.

"These items will be useful throughout the year to our faculty and are specifically helpful now as they work from home," says Applen, who spearheaded the project. "We wanted to remind our faculty who COCFA is, who we serve, and that we are here to assist them."

The project was funded through a CCA Membership Development Grant, which provides up to \$5,000 for membership activities including membership

recruitment activities, promotional items, funding to send members to CCA conferences, and appreciation events for faculty. Any CCA chapter can apply for a membership development grant. Applications are found at [cca4us.org/formsgrantsandawards](http://cca4us.org/formsgrantsandawards). Talk to a leader in your local association with ideas for potential projects.

COCFA President Nicole Faudree says that while the association has near 100 percent membership, it is a small number

who are actively involved in union meetings, collaboration, Representative Council and other association responsibilities. Membership retention remains a concern for

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

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



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# Shine a Light on Outstanding Members

## Award Nominations Are Now Open

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

The nomination period is now open for CCA

State WHO Awards, Chapter WHO Awards, Faculty Equity and Diversity Awards, and CCA Advocacy Awards. Nominations are due in spring, and forms for all awards are located online at [cca4us.org/formsgrantsandawards](http://cca4us.org/formsgrantsandawards). The winners will be announced during the CCA Spring Conference. ■

**Spotlight your exceptional members and submit a nomination today!**



### CCA ADVOCACY AWARD

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

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



### CCA STATE WHO AWARD

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

Any CCA member or chapter may nominate.



### CCA CHAPTER WHO AWARD

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

Please see a local leader to suggest a deserving nominee.



### FACULTY EQUITY AND DIVERSITY

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

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

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

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

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