

# ADVOCATE



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## CCA SPRING CONFERENCE CELEBRATES MEMBERSHIP AND ADVOCACY

By **Gabriella Landeros**

**T**HIS SPRING'S CCA conference included sessions ranging from membership recruitment to bargaining to supporting LGBTQ+ students at all levels. This conference was extra special because we highlighted our "We Honor Ours" (WHO) Award winners and CCA award winners, welcomed incoming and returning chapter leaders, including CCA leaders, and held the last Council of the academic year. The two general sessions covering legislative work and membership recruitment left members feeling rejuvenated and ready to take on the work ahead.

When asked what advice you have for successful membership recruitment and a successful organizing campaign, Mt. San Antonio College Faculty Association (Mt. SAC FA) member Sandra Esslinger said, "It's one-on-one, but to have a big picture of what you want to accomplish and how you want to move the faculty for the future, you have to have in-person conversations. And we need to find better ways to reach out via Zoom and remotely. But I also think that you need to find issues that resonate with the membership and they're usually big-picture issues and things that hit close to home, like aside from salaries and it's their own professional integrity, things of that nature that are really important."

Continues on PAGE 4 ►



**ABIGAIL MORALES**  
LBCC CHI

“

*Coming to conferences sometimes might be a little overwhelming and you're kind of like 'well, I don't really belong there, I might not be always involved.' But it's one of the best places to find out that you're not alone, that there's others going through the same thing, and that really, is where we build our connections and how we're able to stay together as a union. And this is what makes us a powerful union.*



**JANET HILL**  
RCCD FA

“

*I know unions are important because that's part of what I teach, but more people need to know their power in unions and the power they have to make a change in this world. Get involved, get others involved, stay involved, be active because if we want change, we have to be the change that we want to see.*



# BILLS EVERYWHERE YOU LOOK

By CCA President **Eric Kaljumägi**

**CALIFORNIA** is one of just ten states that has a full-time Legislature. In Oregon, the Legislature meets for just 35 days in even-numbered years and in Nevada the Legislature doesn't meet at all in alternating years. In California though, the Legislature meets much of the year to create, debate, and vote on legislative bills, and it's been busy. In the current two-year (2023-24) session, the Assembly has proposed over 3,200 bills and the Senate has proposed more than 1,500. Since K-14 education is a large part of California's budget, it should come as no surprise that literally hundreds of these bills attempt to affect public education in some manner.

CTA has a robust legislative position process centered around the CTA State Council. If a bill has anything to do with education, including education funding, it is handed off to one of the 21 State Council standing committees for review, except that matters dealing entirely with higher education go to CCA. This means that CCA functions like a State Council committee for the purposes of legislation, even though we don't meet during State Council. This in turn means that the 25 CCA members on State Council can serve on a State Council committee such as Budget, Civil Rights in Education or Retirement. I currently sit on the Political Involvement Committee, and CCA Vice President Randa Wahbe chairs the CTA Communications Committee.

This legislative session, CCA received 107 bills to review, and we also were listed as a secondary committee on another 30. This past year, our Legislation and Advocacy Committee met a total of eight times to review these bills and our Policy Committee met seven times to determine whether each bill aligned with CTA policy. In the end, we chose to support 30 bills. These positions were confirmed by the CCA Council and the CTA State Council earlier this year and CTA's Government Relations staff are now working to convince lawmakers to vote "yes" on these bills.

While most bills don't make it into law, here are some of the bills that CCA took a "support" position on that are still active as of early June:

### AB1577 (LOW)

This bill would require a general acute care hospital meeting certain criteria to meet with representatives from a community college with an approved nursing program, upon request, to discuss the clinical placement needs of the school or program. The bill would also require an approved nursing program within a community college to annually report specified information, including the number of clinical slots the school or program has been unable to fill.

### AB 1841 (WEBER)

This bill would require each community college district and the California State University to notify, by sending an email at the beginning of each academic semester or term, students of the presence and location of fentanyl test strips and opioid overdose reversal medication, and to distribute opioid overdose reversal medication to specified college employees. This bill would also prohibit disciplinary measures from being imposed for drug possession or use occurring at or near the time of an incident where a residential adviser or house manager administers a dose of opioid overdose reversal medication.

### AB 1905 (ADDIS)

This bill would prohibit anyone working at any campus of the California Community Colleges, the California State University, the University of California, or the College of the Law, San Francisco from receiving special rights or letters of recommendation if they have committed sexual harassment or resign during an investigation and requires all institutions to have a written policy on how to handle sexual harassment complaints involving employees.

### AB 2033 (REYES)

This bill would require at least one convenience or grocery store located on each campus of the California Community Colleges to accept the use of electronic benefits transfer cards.

### AB 2047 (MIKE FONG)

This bill would require that each systemwide Office of Civil Rights (OCR) establish a systemwide nondiscrimination policy, including the development and implementation of a grievance procedure for sex discrimination complaints, and requires each systemwide OCR to, among other things, provide specified education and training, establish best practices guidance on sex discrimination prevention and complaint adjudication, and oversee campus- and district-based Title IX offices.

### AB 2048 (MIKE FONG)

This bill would require each California State University and University of California campus, and each community college district, to establish a Title IX office under the administration of a Title IX coordinator responsible for coordinating the campus' implementation and compliance with systemwide nondiscrimination policies. Each Title IX office would be required to ensure timely and effective responses to complaints of sex discrimination, and to process, adjudicate, and implement the outcomes of complaints of sex discrimination.

### AB 2277 (WALLIS)

This bill would require community colleges to negotiate in good faith with the exclusive representative for part-time, temporary faculty on the terms of their reemployment preference and evaluation process. This reemployment preference would be based on a range of 80% to 85% of a full-time equivalent load.

### AB 2370 (CERVANTES)

This bill would require that the instructor of record for a course of instruction be a person who meets the minimum qualifications to serve as a faculty member teaching credit instruction or a faculty member teaching noncredit instruction.

### SB 1042 (ROTH)

This bill would require a health facility offering prelicensure clinical placement slots or a clinic to meet with representatives of the school or program to discuss the clinical placement needs of the school or program. The bill also requires an approved nursing program to notify the California Department of Health Care Access and the Board of Registered Nurses of the beginning and end dates of the academic term for each clinical slot needed by a clinical group with content area, education level, and the number of clinical slots the school or program has been unable to fill each year.

### SB 1348 (BRADFORD)

This bill would establish the California Seal of Excellence in Serving Black and African American Postsecondary Students to recognize those higher education campuses in California that are excelling at providing academic resources to Black and African American students.

While you engage in summer coursework, research or relaxation, CTA will be working on your behalf to get CCA-supported bills passed. The deadline for each house to pass bills is the end of August, but the Governor then has another month to decide whether to sign or veto. We will therefore be well into the fall semester before we have the final results, and we'll publish a report for you then. May you have a great summer! ■

*This article was truncated to fit on the page. For a full list of active bills visit [cta.org/educator/cca](https://cta.org/educator/cca)*

## ADVOCATE

The Community College Association, with CTA and NEA as our partners, advocates for California's public community college faculty, staff, and students; empowers locals, builds strong and effective coalitions, promotes equity, inclusion, anti-racism, social justice, and part-time faculty equality, and strives to preserve universal access to quality public education.

**COMMUNITY COLLEGE ASSOCIATION**  
916-288-4921

**EDITOR**  
Gabriella Landeros

**GRAPHIC DESIGNER**  
Christina Barbieri

**EDITORIAL ASSISTANT**  
Amy Peruzzaro

### CCA OFFICERS

Eric Kaljumägi, *President*  
Mt. San Antonio College  
[president@cca4us.org](mailto:president@cca4us.org)

Randa B. Wahbe, *Vice President*  
Cypress College  
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[treasurer@cca4us.org](mailto:treasurer@cca4us.org)

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# WHO AWARDS

*A special congratulations to all our WHO, FEDC, Membership and Statewide award winners!*



## WHO WINNERS

- Maya Alvarez-Galván, Mt. San Antonio College FA
- Susan Pynes, MiraCosta College Academic Associate Faculty
- Rudy Rios, Rio Hondo College FA
- Lorraine Slattery, Mt. San Jacinto College FA
- Dr. Adam Fong, Merced College FA
- Trevor Gatz, San Joaquin Delta College TA
- Arlette Poland, College of the Desert AF
- Oceana Collins, College of the Desert FA
- DeWayne Sheaffer, Long Beach City College FA
- Vanessa Quezada, Imperial Valley College PTFA
- John B. Kincheloe, Napa Valley College FA
- Marianne Reynolds, Faculty Association of Rancho Santiago CCD
- Melissa Matteson, Barstow College FA
- Frank Gonzalez, South Orange County CCFA
- Richard Jaramillo, San Bernardino Community College District TA
- Kristie Iwamoto (STATE), Napa Valley College FA

## FEDC WINNERS

- Dustin Tsai, LGBTQ+ (David A. Sanchez), San Joaquin Delta College TA
- Matthew Nelson, LGBTQ+ (David A. Sanchez), College of the Sequoias TA
- Lance Lockwood, LGBTQ+ (David A. Sanchez), Faculty Association of Rancho Santiago CCD
- Martin Covarrubias, LGBTQ+ (David A. Sanchez), Rio Hondo College FA
- John Cavano, LGBTQ+ (David A. Sanchez), San Joaquin Delta College TA
- Lizette "Lucha" Arevalo, BIPOC (Mary Ann Pacheco CCA), Rio Hondo College FA
- Dr. Malika Hollinside, BIPOC (Mary Ann Pacheco CCA), San Joaquin Delta College TA
- Janee L. Young, BIPOC (Mary Ann Pacheco CCA), Merced College FA
- Lucille (Lucy) Bayer, Part-Time Faculty (David B. Milroy), Mendocino Community College Part-Time FA
- Yuki Takeuchi, Part-Time Faculty (David B. Milroy), Kern CCD CCA
- Joseph Chirra, Part-Time Faculty (David B. Milroy), MiraCosta College Academic Associate Faculty
- Deanna de Azevedo, Part-Time Faculty (David B. Milroy), San Joaquin Delta College TA

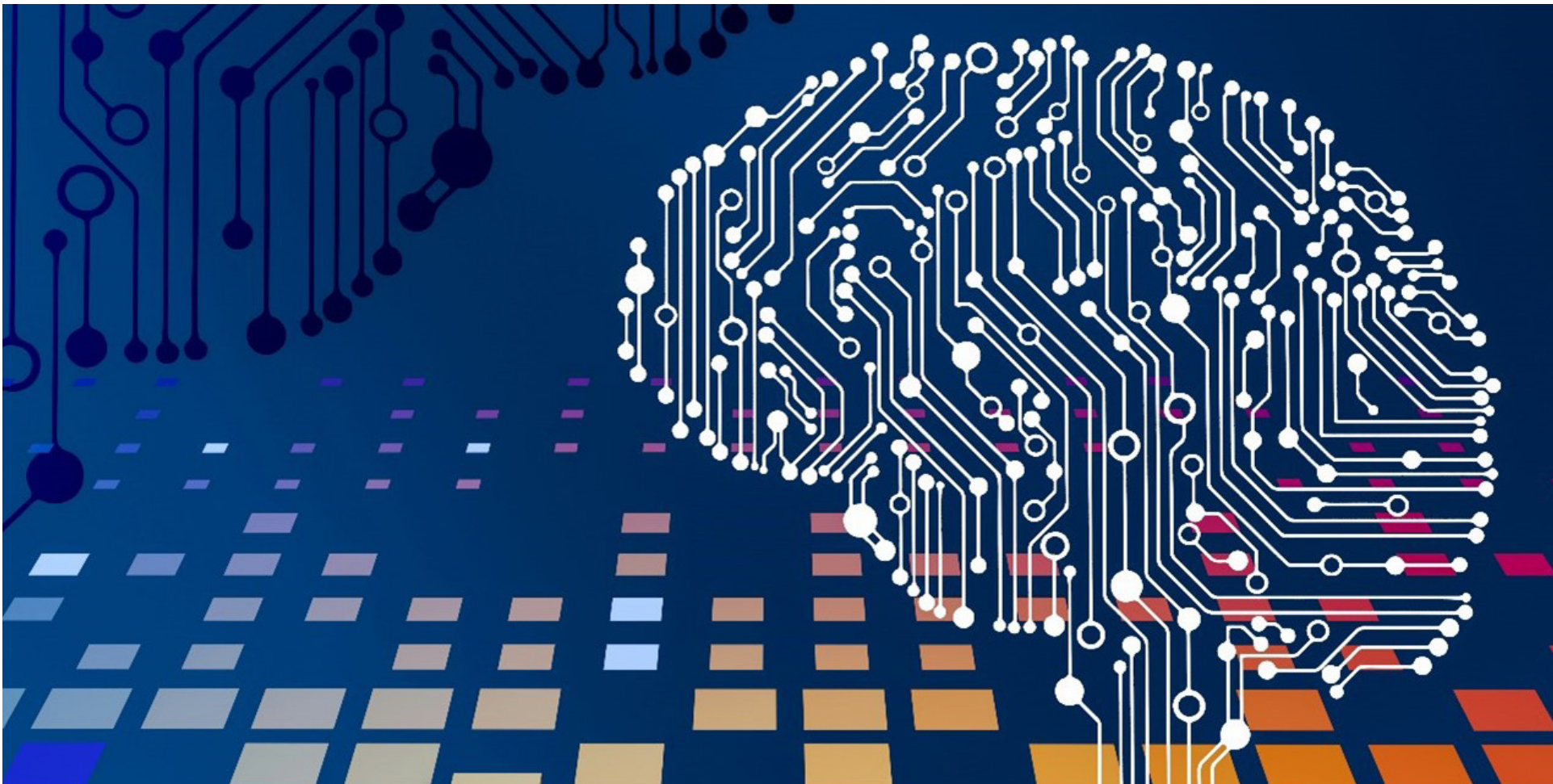
## MEMBERSHIP WINNERS

- Hartnell College Faculty Association, Chapter with the Most Part-Time Faculty Non-Member Promotions to Member
- Chaffey College Faculty Association, Chapter with the Most Full-Time Faculty Non-Member Promotions to Member
- Solano College Chapter of the CTA/NEA, Chapter with the Most Full-Time Faculty Non-Member Promotions to Member
- Hartnell College Faculty Association, Chapter with the Most Full- and Part-Time Non-Member Promotions to Member
- Mt. San Antonio College Faculty Association, Chapter with the Largest Increase in Part-Time Members
- Faculty Association of Rancho Santiago Community College District, Chapter with the Largest Increase in Full-Time Members
- College of the Canyons Faculty Association, Chapter with the Largest Increase in Full-Time Members
- Hartnell College Faculty Association, Chapter with the Largest Percentage Increase of Part-Time Members
- Calbright Faculty Association, Chapter with the Largest Percentage Increase of Full-Time Members
- Calbright Faculty Association, Chapter with the Largest Overall Percentage Increase of Members

## STATEWIDE ADVOCACY AWARD 2024

- Elizabeth Maloney, San Joaquin Delta College TA





# SAFEGUARDING ACADEMIC INTEGRITY: ADDRESSING THE CHALLENGE AND POTENTIAL OF AI

By **Dave Balch**, Rio Hondo College Faculty Association

**ON NOVEMBER 30, 2022**, ChatGPT (an artificial intelligence chatbot developed by OpenAI that provides human-like responses) was unveiled to the world. It uniquely combined conversational abilities with extensive knowledge – supported by large language models trained on massive data sets. ChatGPT marked a shift in AI (artificial intelligence). As AI-generated writing expands in academia, recommendations have emerged urging communication with students, cautious deployment of detection tools, judicious ChatGPT integration, emphasis on digital literacy and campus conversations addressing appropriate AI authorship uses (McMurtrie, 2023). Rather than coexisting with it, educators should actively consider integrating aspects of this innovation into their pedagogical toolkits. Mollick, et al., recommend starting small. An activity such as generating and critiquing AI-written essays. Comparing several AI programs and their completion of similar tasks. Use it as a study buddy by having it generate practice questions. It allows self-assessment without providing answers directly (2024).

An outgrowth of AI is the development of Bots (short for robots, a software program designed to perform repetitive tasks and simulate human behaviors). Community colleges are significantly impacted by increasingly sophisticated Bots depriving real students of seats, skewing key participation metrics used for research, and overloading class registration systems - the issue extends across higher education. Recent reports have uncovered Bot accounts and activity at 4-year colleges and even elite universities. A 2022 investigative study identified over 200 likely Bot accounts at a large state university that logged into the learning management system for prolonged periods without clear human activity behind the sessions (Thompson, 2022).

Along with commandeering seats in classes and programs, Bots on university and college campuses can compromise research data sets and analyses that utilize real student data. They also allow generation of fraudulent documents like fake transcripts, diplomas and letters of enrollment—damaging

academic credibility. While community colleges contend with significant impacts regarding access and overburdened resources, mainstream four-year institutions also face threats from increasingly advanced student impersonation Bots.

### POTENTIAL SOLUTIONS

Multilayered detection/prevention methods are key to combat sophisticated attacks on registration systems and learning platforms. It's critical that colleges/universities protect themselves from automated accounts. Steps include:

- CAPTCHAs at enrollment and decision points. They remain the most effective first line of defense.
- Rigorous identity verification upfront using IDs, interviews, etc. This is vital before Bots/fakes gain access.
- Image quizzes leveraging visual recognition difficulties for Bots.
- Opinion-based exams challenging Bots to produce credible human viewpoints.
- Canvas online tracking to identify abnormal activity patterns.
- Broader monitoring for signs of automation like data speeds or login frequencies.
- Analyses of written content looking for AI-generated text patterns. May be less reliable but can complement other efforts.

### KEY LIMITATIONS AND DOWNSIDES

- More rigorous identity verification steps like government IDs or video interviews may disproportionately barrier students with limited documentation.
- CAPTCHAs risk impairing accessibility for students with disabilities.
- Restrictive Canvas activity tracking or text analysis raise concerns over student privacy, academic freedom or institutional bias in detection algorithms.
- Even small false positive rates could see genuine students blocked from classes.
- Resource burdens implementing multifaceted

- approaches at scale.
- Academics may face difficult tradeoffs balancing integrity safeguards against detrimental impacts on student inclusion, rights, equitable access to education—or time taken from teaching and research duties.
  - Institutions must seek to enhance integrity through prevention suited to their contexts while minimizing any unintended exclusions or inequities.

### SUMMARY

Bots posing as students to fraudulently enroll and obtain aid are a rapidly growing problem, overburdening faculty/administration. Recent reports show millions of dollars in potential aid misallocation. Multifaceted prevention is urgently required, combining robust access controls with ongoing detection reviews to devote resources to assisting real students, not increasingly advanced Bots intent on deception. ■

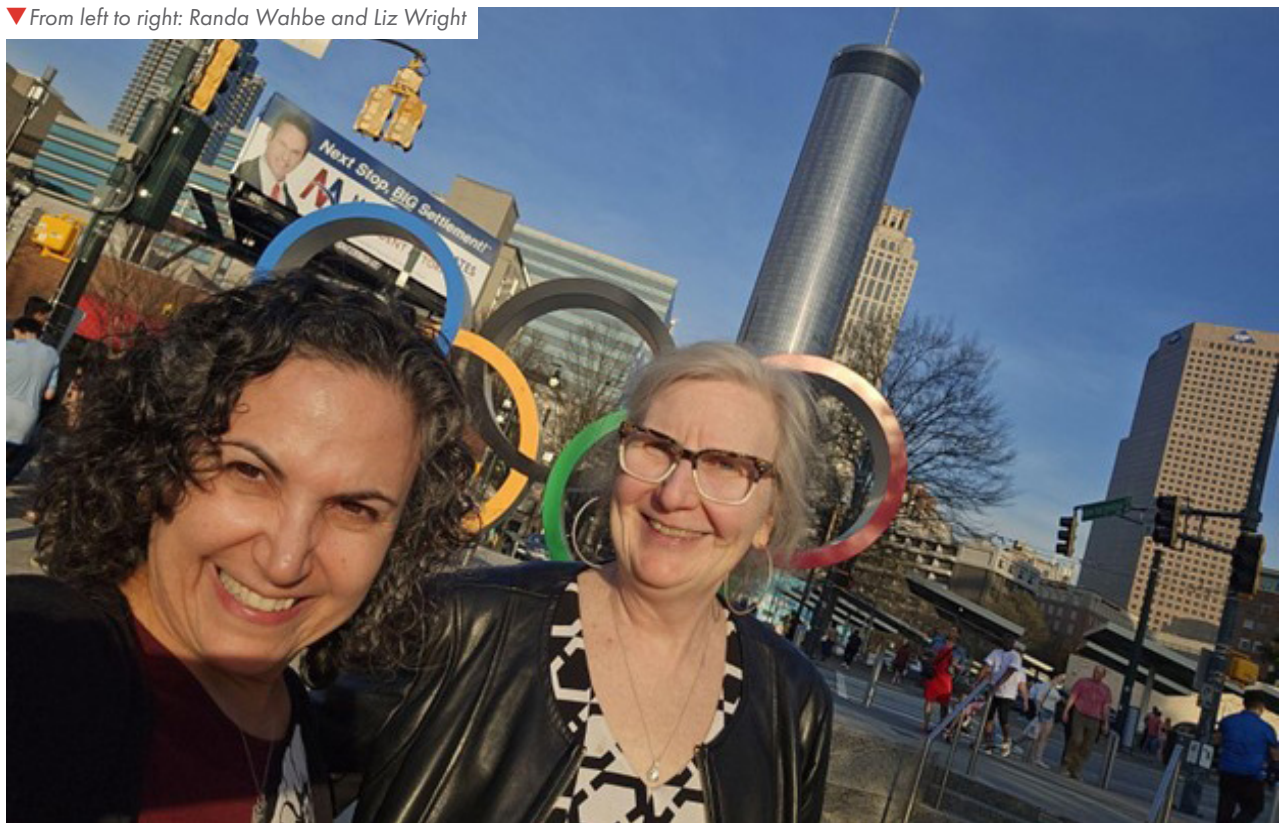
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▼ From left to right: Randa Wahbe and Liz Wright



# CCA HIGHLIGHTS CONTINGENT FACULTY AT NEA HIGHER EDUCATION CONFERENCE

By **Gabriella Landeros**

**FROM MARCH 14-17, 2024**, CCA attended NEA’s Higher Education (HE) Conference in Atlanta, GA, which offers members the opportunity to submit proposals and present workshops; network with colleagues from across the country; attend sessions on professional development, organizing, racial justice, collective bargaining and others; hear from NEA’s top officers, and participate in the National Council for Higher Education (NCHE) membership meeting.

During the conference, CCA Vice President Randa Wahbe and Elizabethada (Liz) Wright from Minnesota presented New Business Items (NBIs) 9 and 10 that were adopted at the 2023 NEA RA. Both NBIs focus on HE inequitable working conditions and other contingent faculty issues. These NBIs and contingent faculty issues were discussed in several NEA HE sessions throughout the conference. For your reference, here is more information on each NBI:

## 9. HIGHER EDUCATION WORKING CONDITIONS (WRIGHT)

*NEA shall work with the NEA National Council for Higher Education (NCHE) to develop a plan to help address the working conditions, compensation and benefits of the lowest-paid employees in higher education, who are often paid poverty wages and who labor in precarious positions despite their advanced degrees. NCHE will give its members a regular update on the progress on this NBI.*

## 10. CONTINGENT FACULTY (WAHBE)

*NEA shall use existing resources to work with state affiliates who represent higher education faculty and staff to create and support organizing campaigns that address contingent faculty issues including, but not limited to, wages, benefits and working conditions. NEA will use these resources to coordinate contingent faculty organizing campaigns to increase membership, identify leaders and successfully negotiate contracts or advance policy to achieve contingent faculty parity regarding benefits, compensation, dignity and respect. NEA will use the learnings in capacity building to inform future campaigns.*

CCA is working closely with NEA to make these NBIs a reality for contingent faculty nationwide. Through CCA’s advocacy, there has been growing staff and support at the national level.

In connection with the work entailed in the two NBIs, Wahbe and Wright along with CCA Board Member John Martin facilitated two sessions around contingent faculty: *The Fight for Contingent Faculty: Promoting, Protecting and Strengthening Higher Education* and *Contingent Faculty Networking Session*.

*The Fight for Contingent Faculty: Promoting, Protecting and Strengthening Higher Education* focused on efforts that have taken place in California and through NEA NBIs 9 & 10 around contingent faculty issues. The *Contingent Faculty Networking Session* continued the dialogue that had begun in the previous day’s session and collected contact information from contingent faculty, including graduate students, who were in the room.

“CCA works on your behalf not just on a local and state level but on a national level. An injury to one truly is an injury to all. Strengthening working conditions for part-time/adjunct/contingent faculty strengthens higher education for all of us,” said Wahbe.

Karen Beck, part-time professor at Rio Hondo Community College and CCA member since 2005, also attended this year’s conference. She serves on the NEA Artificial Intelligence Policy Task Force and co-presented on AI in Education with a focus on HE on behalf of that task force. Beck said, “Our work with CCA and attendance at CCA conferences is very important. It is also important for CCA members, FT, PT (and other contingent workers), to become more active as members of our associations, CTA and NEA. We need to be involved, show an active, engaged presence and network with colleagues beyond CCA, at both the state and national levels.”

Martin said, “This is my first time being at an NEA HE conference, and so I was very impressed by the quality of the speakers and subject matters. I appreciated many of the NEA HE participants focusing on higher education issues, and I found more of them interested in what’s happening with part-time faculty. I encourage everyone to attend NEA HE conferences so you can connect with people from all over the country. I hope to return next year.”

“We must actively, consistently and completely commit to advocating and working for equity for all, including contingent workers,” said Beck. ■



**Together, we are all more powerful than when acting as separate unions/associations. Now, more than ever, we need to pull together to protect education from extreme agents who seek to undermine our goals to provide education for everyone. We all, in K-12 and HE, need to be active both on behalf of the students we serve and for all who are proud to work in education and want that work to continue.**

**KAREN BECK**  
Rio Hondo Community College



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# UNITED FACULTY

together we rise

#REDforED

➔ In late December of last year, United Faculty of North Orange County Community College District (UF) won an Unfair Labor Practice case against the North Orange County Community College District. UF proved that the district violated the Educational Employment Relations Act by retaliating against UF’s lead negotiator and by interfering with EERA-protected rights.

In case you missed the story in the California Educator, please scan the QR code or visit: [cta.org/educator/posts/legal-victory-holds-administrators-accountable](https://cta.org/educator/posts/legal-victory-holds-administrators-accountable).



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\* Travel Assistance and Life Services Toolkit are provided through an arrangement with service partners that are not affiliated with The Standard. These services are not insurance products.

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