CCA remains concerned about voice of faculty in adult education planning

Campuses may have to take the lead

**ACTIVISM**

**CALIFORNIA'S COMMUNITY COLLEGES** have been tapped to play a key role in the revival of adult education when a promised influx of $500 million in state funding starts in 2015.

That supporting role may be diminished, however, by the absence of faculty – and K-12 teachers – in the current two-year planning process.

The work group selected under AB 86 to allocate $25 million over the next two years for local planning and implementation grants is comprised solely of staff from the Chancellor’s Office, the California Department of Education, and K-14 administrators.

**Not one teacher**

“There’s not one teacher,” said CCA President Lynette Nyaggah, who attended a March meeting with Hank Mollett, chair of CTA’s Adult, Alternative and Career Technical Education Committee. “We made the point that if teachers and faculty are not part of the process, it won’t work.”

Hopefully, objections made by Nyaggah, CTA and other faculty organizations will be taken into account before the planning process gets too far.

Right now, the work group is charged with providing the grants to community colleges to begin working with their local K-12 districts in streamlining services and developing regional consortia to oversee programs.

Adult education, which includes GED classes, citizenship, English as a Second Language, short-term vocational classes and programs for disabled adults has largely been run by the state’s K-12 districts in recent years.

However, during the state’s budget crisis, districts began cutting adult education to save K-12 education, drastically impairing adult education offerings.

Mollett maintains that if AB 86 isn’t able to bring the community colleges and K-12 districts together, then CTA/CCA must take the lead and do it themselves.

**IVC is bright spot**

One bright spot on the horizon is the consortium in Imperial County, which has received a planning grant of $333,034 and where CCA member Dr. Martha Garcia, a program coordinator at Imperial Valley College, is spearheading the effort.

Representing the college, Garcia has begun meeting with representatives from six of the county’s seven high school districts to discuss aligning adult education programs to fit the needs of students.

“For us, having the needs we have, we know we have to work well with each other,” Garcia said.

Located in the center of a geographically large county, Imperial Valley College (IVC) will be able to provide some adult education programs, but the high school districts may be best able to reach students in the outlying areas.

Residents in the northern area of the county for example, are in need of adult education classes but may not be able to take a 1½ hour bus ride to the college. Particularly needed throughout the county are English as a Second Language and GED prep courses.

“IVC will be the fiscal agent. We’ll track students and make sure there is accountability,” Garcia said. “I’m very optimistic that we’ll bring some equality to adult education program offerings and it will be better than what we have now.”

CCA elects two new officers, board members

Term begins June 1

**VETERAN CAMPUS ACTIVISTS** Fola Odebunmi and Michael Butros were both elected to CCA’s executive board as treasurer and secretary, respectively, during CCA’s annual spring Conference and Council in Manhattan Beach in April.

The two new officers will join nine district directors, also elected during the conference.

Odebunmi is an economics professor at Cypress College has been involved with CCA for several years, as a president of her chapter, United Faculty North Orange College Community College District and as a board member, for District 1 (1). Butros is a physics professor at Victor Valley College. He has served on the CCA board of directors representing District E and most recently served as board parliamentarian.

Elected to serve on the board of directors were Robin Beizai, an instructor in older adult education at Mount San Antonio College who will serve as director of District G and Karen Roberts, an art instructor at Long Beach City College who will be the new Southern Part-Time director.

Re-elected by acclamation to serve on the board of directors were District A Director Chris Vancil; District B Director Keith Law; District C-2 Director Elizabeth Maloney; District D Director Nicole Faudree; District H-2 Director Adam Westman; District T-2 Director Frank Post; and Ethnic/Racial Minority At-Large Director Julius Thomas. President Nyaggah appointed John Sullivan as the District E director and Linda Borla as District 1 (1) director until an election takes place in the fall.

The term of office for the newly elected representatives begins June 1.
By Lynette Nyaggah, CCA President

As Faculty, we are all aware of the life-changing mission of California’s community colleges. In recent years, however, that mission has been threatened by new initiatives, specifically, concurrent enrollment of high school students in our colleges and the effort to provide bachelors’ degrees in a variety of programs.

Concurrent enrollment has been in place for a number of years. Under these programs, high school students, sometimes as young as 15, enroll in college classes. These classes can be held at their high schools or on the college campus. The student body for the Concurrent Enrollment Program is that they encourage high school students to continue at the community colleges when they graduate from high school. However, there is scant evidence that this is the case – anecdotal evidence indicates that these students go on to the four-year institutions, CSU or UC.

“Mission creep”

These students have used the concurrent enrollment programs as an alternative to Advanced Placement classes in stacking the odds in their favor for admission to a four-year university. While we have no objection to this in principle, we are just coming out of a severe economic recession, we are having trouble serving the students we were designed to serve, and we are fighting just to restore the programs that we have lost over the past few years.

If there were evidence that concurrent enrollment in California has served its stated purpose, we would be more supportive, but there is no such evidence. At some colleges, even some quite small colleges, there are over 100 concurrent enrollment classes taught by community college faculty and reserved for high school students. This is a clear example of “mission creep” – expanding the mission of the community colleges without a clear basis in research.

There are also some legal and contractual concerns with concurrent enrollment. The two models for these classes are high school teachers teaching the classes at the high school sites or community college faculty teaching them either at the high school or at the college sites. In the case of high school teachers, we have had issues with the hiring process. Normal hiring requires advertisement of the position, paper screening, selection of candidates and interviews, both with the input of the faculty. In some cases, high school teachers were hired by college administrators, sometimes with the consent of Department Chairs or the Academic Senate, but without any input from the community college faculty who normally take part in hiring. These instructors were not offered union membership.

Violation of law

We call this “contracting out,” and it is a violation of the law, both because of the process and because these teachers were excluded from our bargaining units. The second model involves community college faculty teaching high school students. There is a wrinkle here that most of us are not aware of, but one that was raised in Sacramento during the discussion of the Chancellor’s Office-sponsored legislation on concurrent enrollment, AB 1451 by Assembly Member Chris Holden, (D-Pasadena).

To conform to NCLB, all high school students must be taught by credentialed teachers. Community college faculty are not credentialed, so there are serious questions about whether this will affect the application of these classes to high school diplomas when that is the purpose.

Finally, there are funding problems with concurrent enrollment. If you have these programs at your campuses, ask about how the funding is handled. Do these students pay fees? Do their K-12 districts fund them? Do they pay for books and materials? Do we receive state funding for them or does the K-12 district receive ADA (Average Daily Attendance) funding – or do both receive funding? These are critical questions, because many of our districts are claim- ing during bargaining that they have insufficient funding to meet their needs.

Still in recovery mode

Now to the other side of our mission. We have noticed a huge push in legislation for community college baccalaureate programs. The justification for these programs is that in some areas of the state, students have few options for transfer to a public university, and in some restricted fields, especially in Career Technical Education, community colleges need to offer bachelor’s degrees. Again here, we have problems with this in terms of ”mission creep.” Is this really our mission? What about the students – our students – California has promised to serve? Will they be pushed aside so that we can fund bachelor’s degrees? We are still in recovery mode from the Great Recession – do we really have the money to expand our mission in this way?

Our job is to hold the line so that our students, the students for whom the Master Plan is designed, get the education they deserve. Look for a new Discussion Board on our website in the next few months, and please contribute your perspectives so that we can represent you when we go to the Chancellor’s Office and the Legislature.

By Lynette Nyaggah, CCA President

SPEAKING OUT

Preserving the mission of our community colleges

Renewed threats emerge

Advocate

The Community College Association exists to protect and promote the well-being of its members through collective bargaining, lobbying and representation activities, thereby advancing universal and quality public education.

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

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The CCA Advocate is also available online at the CCA Web site: www.cca4me.org

CCA Calendar of Events

CCA Presidents Conference
July 17-20, 2014
Fairmont Hotel, San Jose

CTA Summer Institute
Aug. 3-7, 2014
University of California, Los Angeles

CCA Fall conference
Oct. 10-12, 2014
Holiday Inn, Sacramento

For conference registration and/or hotel logistics, call (650) 552-5165.
For conference program, call (916) 288-4949.

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RIVERSIDE CITY COLLEGE  English professor John Sullivan was honored by the statewide Academic Senate with the 2014 Hayward Award for his commitment to teaching and to his profession.

Sullivan, an adjunct professor, is also a CCA board member representing part-time faculty in Southern California. He is the first part-time faculty member from the Senate’s Area D, encompassing the Inland Empire and Los Angeles to be recognized with the award. He is also the second Riverside City College faculty to win the award in two years. Humanities professor Richard Mahon received the award in 2013.

Along with the recognition goes a $1,250 cash award. “It is an honor to receive the Gerald C. Hayward Award. I am truly humbled by the nomination and plan on continuing to work diligently to provide my students with the necessary tools and experiences to help them move forward on their road to success,” Sullivan said.

Named for former California Community College Chancellor Gerald C. Hayward, the award honors community college faculty who have a track record of excellence in teaching and professional activities and who demonstrate commitment to their profession.

Sullivan has taught English at Riverside City College since 1997. In addition to his service to CCA, he has served on many committees, including the Academic Senate, the 2014 Accreditation Standard I committee and the statewide Community College Association Board of Directors as Southern Director for Part-time Faculty. Sullivan has also published two peer-reviewed journal articles about Shakespeare.

In nominating Sullivan for consideration, RCC Academic Senate President Lee Nelson wrote: “Sullivan works diligently to develop multiple resources to meet the needs of different learning styles.” He is also committed to his colleagues. He developed the Faculty Flyer newsletter and the Adjunct Faculty Survival Guide as a way of improving intra-college communications.”

There is a sense of justice at play here. We have the same degrees, we teach the same classes but we are not treated the same way.”

The MiraCosta College Teachers Association, which represents part-time faculty, is also an organizing model at the college, where full-time faculty are unrepresented by a union.

The Merced College Faculty Association obtained a three-year grant from the National Education Association that provided funding to help set up a part-time committee, and to pay for the chair. From there, the association established two seats on its representative council for part-time representatives. A CCA grant was used by the association to build part-time membership and representation and to start annual part-time appreciation activities in April. The association now conducts the activities from its own budget.

“Full-time faculty would naturally expect part timers to honor a strike. We need to bring full timers along and make them aware of our grievances,” he said.

CCA plans to collect “best practices” that can be disseminated to chapters, according to CCA President Lynette Nyagah. As examples, she noted:

- Mount San Antonio and South Orange County college associations each negotiated salary increases for part-timers while full-time faculty went without a raise.

The WiraCosta College Teachers Association, which represents part-time faculty, is also an organizing model at the college, where full-time faculty are unrepresented by a union.

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CCA works to shape legislation at Capitol

Position taken on several bills

LEGISLATION

CCA HAS TAKEN positions on several important community college bills that are now winding their way through legislative hearings. Among the bills is AB 1942 by Assembly Member Rob Bonta (D-Oakland), which would provide more transparency, accountability and due process to the state's heavily criticized accreditation system. CCA has also taken a support position on AB 2377 by state Assembly Member John Perez, (D-Los Angeles) to establish the California Student Loan Refinancing Program to help eligible students refinance their loan debt.

Legislative advocates are working with state Sen. Marty Block's to help reshape his bill, SB 850, which would create a pilot program allowing several community colleges to offer baccalaureate degrees starting January 1, 2015. CCA opposes this bill and a similar bill in the Assembly, AB 1925 by Assembly Member Dan Logue (R-Chico). CCA is concerned about already limited resources being devoted to a new program.

"Sen. Block's office has been open to having a dialog with us about our concerns, which has led to the most recent round of amendments.

Our discussions don't remove our opposition but they are a step in a better direction," said CCA Vice President Brad Reynolds, who chairs CCA's Legislation and Political Action Committee.

A brief synopsis of the bills CCA supports and opposes are provided in the chart below, but more information can be obtained by going to www.leginfo.ca.gov. If you have a question about a bill or the position CCA has taken, contact Reynolds at bradley.reynolds@live.com.

CCA Legislation

<table>
<thead>
<tr>
<th>BILL NUMBER</th>
<th>AUTHOR</th>
<th>DESCRIPTION</th>
<th>POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB 675</td>
<td>Feng</td>
<td>Allows community college faculty to count a leave of absence, including maternity leave, toward their second, third, or fourth contract year.</td>
<td>Support</td>
</tr>
<tr>
<td>AB 1606</td>
<td>Chávez</td>
<td>Allows community college academic and probationary employees as well as permanent classified employees to use up to 30 days of leave in a school year for maternity/paternity leave.</td>
<td>Support</td>
</tr>
<tr>
<td>AB 1924</td>
<td>Logue</td>
<td>Creates a Baccalaureate Degree Pilot Program between the CSU, community colleges and up to seven county offices of education and authorizes participating high school students to earn unlimited AP course credits.</td>
<td>Oppose</td>
</tr>
<tr>
<td>AB 1925</td>
<td>Logue</td>
<td>Expresses legislative intent to create a pilot program allowing concurrent enrollment students to earn baccalaureate degrees from participating University of California (UC) campuses within three years and authorizes the UC to create Baccalaureate Degree Pilot Programs on campuses with community colleges that volunteer to participate.</td>
<td>Oppose</td>
</tr>
<tr>
<td>AB 1942</td>
<td>Bonta</td>
<td>Restores transparency, accountability, and due process to the state community college accreditation system by establishing consistent and fair evaluation standards in the accreditation of the state's 112 community colleges.</td>
<td>Support</td>
</tr>
<tr>
<td>AB 1976</td>
<td>Quirk-Silva</td>
<td>Increases the number of Competitive Cal Grant A and B awards to 50,000 beginning in 2015–16.</td>
<td>Support</td>
</tr>
<tr>
<td>AB 2153</td>
<td>Gray</td>
<td>Clarifies that extension courses cannot supplant normal courses that would traditionally be offered.</td>
<td>Support</td>
</tr>
<tr>
<td>AB 2377</td>
<td>John A. Pérez</td>
<td>Establishes the California Student Loan Refinancing Program to be administered by the California Treasurer to help eligible students and graduates refinance loan debt and creates a revolving fund to assist in refinancing their loan debt.</td>
<td>Support</td>
</tr>
</tbody>
</table>

Action urged in curbing hidden fees in student campus debit cards

Practices come under scrutiny

THE COMMUNITY COLLEGE ASSOCIATION has joined the chorus of student, faculty and consumer groups that urge that action be taken in preventing campus debit card providers from adding hidden fees to the debit cards they offer students for financial aid.

And now, it would appear these practices are coming under even more scrutiny. In addition to the watchful eye of members of Congress, the Government Accountability Office and the Department of Education, Higher One, the top campus debit card providers, is under investigation by the Federal Reserve Bank of Chicago.

CCA collecting data

About two-thirds of California Community Colleges distribute financial aid using debit cards from a bank or other financial institution, according to the California Student Aid Commission, and many of them use Higher One. The CCA has begun collecting data on the companies that provide the cards and on the terms students must agree in order to receive them.

"At one of our colleges, students were told that if they chose the debit card over a check, they would get their funds significantly earlier," said CCA President Lynette Nyagah, at the recent CCA Council meeting in April.

Meanwhile, students in CCA Board member Keith Law's Critical Reasoning class at Merced College gathered research and surveyed over 160 students regarding the Higher One card last fall. They brought the survey results and their complaints to a Board of Trustees meeting in February. As a result, the board voted to conduct an in-depth survey of the 5,610 students receiving financial aid to determine whether further action should be taken.

"The charging of fees was the number one complaint by students," said Law, who is also president of the Merced College Faculty Association. Other complaints included the limited access to a campus ATM that doesn't charge fees to withdraw money. Some students complained about the wait involved to receive funds if they don't hold a Higher One account.

Although existing federal regulations prohibit charging fees to access financial aid, they do not cover the accounts where the aid is placed, like a debit account.

"Students are charged unusual fees that they are not aware of," Law said. "There's no reason they should be charged these additional fees when they face so many other financial difficulties with the skyrocketing costs of college."

Support for NEA campaign

CCA is also actively supporting the National Education Association's Degrees Not Debt campaign, which is committed to college affordability for all. Currently, seven in 10 college graduates owe money, on average, a whopping $29,400, according to the NEA. This means too many Americans can't access the higher education they need to get good jobs, own a home, and take part in the American Dream.

"We're all taking out loans, and we're all working, and it's just choking us," says California Teachers Association-Student President John Belleci.

NEA believes:

- Need-based student aid must be increased
- Student loans must be made more affordable
- Public-service careers must be encouraged through expanded loan-forgiveness programs
- Institutional aid must be increased

A pledge form to that end can be found on the NEA website at www.nea.org/degreesnotdebt.
Faculty sound off on cell phones

**TEXTING AND CELLPHONES** may be ubiquitous these days, but an unscientific survey of CCA members indicates that instructors have found their own way of coping in class. Here’s what some had to say:

**Sheri Lillard,** San Bernardino College, chemistry: "My cellphone policy is no cell-phones. If someone’s cellphone goes off, I go and punish them. We’re all guilty at times. I do have a no texting policy but I haven’t really had to enforce it. My classes are interactive and students have a lot to do. I do have a strict policy in my lab classes of no Googling. I don’t want them looking up answers."

**Joseph Schantz,** San Bernardino College, history and political science: "I tell them, ‘put it away. It can wait. You think you can multi-task, but you can’t.’ If they want to continue and they fail, it’s on them. They are all adults.”

**Tim Raposa,** Sierra College, anthropology: "I tell my students on the first day when I go over the syllabus that it is disrespectful and unacceptable to talk or text when either I am lecturing or another student is asking or answering a question. If I see someone texting I ask them politely to please stop and remind them that if what they need to communicate is more important than my lecture then they are welcome to step out into the hallway. If that student does it again, I ask them to leave the class. That being said, we as faculty should try not to text when we are at meetings also.

**Mike Carlucci,** Coast College, Communications, TV, radio: "A list of instructors have the rule, no texting, no laptops, but one of the classes I teach is a sports media class so we’re using computers and phones to monitor sports events. I have no problem with it as long as it relates to class. But if they’re texting their boyfriend or girlfriend, I take 50 points off. If I were teaching speech or math, I’d definitely say no. I’d say 80 percent of the class is pretty good."

**Allison Camelot,** South Orange Community College District, sociology: "I always tell students that I’m a text-a-holic. However, I’m able to put my phone on silent and put it away in my laptop bag during class time in order to give students my undivided attention so I expect them to do the same. I also let them know that they are welcome to use their phones before and after class as long as they put them away while class is in session. Fortunately, I usually don’t have any problems with students complying with my no-texting rule during class time. Thank goodness!"

**Vivian Harris,** Norco College, Public Speaking, Communications Studies: "I always tell students that I’m a text-a-holic. However, I’m able to put my phone on silent and put it away in my laptop bag during class time in order to give students my undivided attention so I expect them to do the same. I also let them know that they are welcome to use their phones before and after class as long as they put them away while class is in session. Fortunately, I usually don’t have any problems with students complying with my no-texting rule during class time. Thank goodness!"

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CHAPTER SPOTLIGHT

Long Beach chapter creates community by sponsoring weekly faculty salons

Faculty share passion for their work

SOLIDARITY

TWO YEARS AGO, the Long Beach City College CCA chapter spearheaded a funeral march marking “the death of education” to make a case for adequate funding of community colleges. The protest was so successful the faculty union was left wondering what it could do for an encore.

Chapter leaders had learned from attending CCA workshops that the best way to involve members is through personal contact, and perhaps the best way to do that would be to break down some of the silos that separate faculty.

Brown bag lunches
That “ah ha” moment led leaders to inaugurate a series of “Know Your Colleagues” salons in which members would share their passions for their work during regular noontime brown bag lunches.

“When we started to look for topics, we realized all we had to do was draw from the strengths of our faculty. They have been our greatest resource,” said history professor Mary Marki, who is chapter vice president and organizing chair.

The faculty has since discovered just how passionate their colleagues can be on any given subject. Noontime lectures have included talks ranging from “African Music and its Influence on American History and Culture” to “The Dark Side of Chocolate,” and have drawn anywhere from a dozen to an overflow crowd to the faculty lounge on campus. There have been discussions on ‘Freakonomics’ and the ‘Role of Islam in Eastern and Western Culture’, even a particularly well-attended faculty-led beer tasting event by Long Beach philosophy professor Matt Lawrence, author of “Philosophy on Tap.”

Building camaraderie
The salon series has become so popular that the Academic Senate has joined on as a co-sponsor.

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Building camaraderie
The salon series has become so popular that the Academic Senate has joined on as a co-sponsor. Often cited is the camaraderie that is generated at a community college with 750 full-time and 288 part-time faculty.

“This has helped because it gives us a place to get together and experience what our faculty does,” said John Downey, a life science instructor who serves as an Academic Senate representative.

The lecture series takes quite a bit of coordination, according to Marki who has been responsible for finding topics, scheduling faculty and making sure participants receive continuing education credit. Fortunately, the college already provides a regular hour each week when no classes are scheduled, thus allowing a built-in time for the lectures.

Still, Marki said, “The topics definitely have to be intriguing enough to force you to get out of your office and trek across campus.”

One recent Tuesday brought about 20 faculty together to hear a lecture titled “I Lived the Civil Rights Movement” by history and political science professor Melvin Ross, who attended college in Alabama just a year after Vivian Malone and James Hood became the first two black students to integrate the school. Ross went on to become involved with the Student Nonviolent Coordinating Committee and joined the march from Selma to Montgomery in 1965. Though his talk marked the first time Ross has spoken to the group, he said he would be making it a point to attend more often.

Excellent break
“It’s an excellent break for us,” he said. “Many faculty work so feverishly in their classroom. This really does give us a chance to get to know our colleagues, just like it says.”

But chapter organizers hope the event will unify the faculty in still other ways. Marki or another colleague often introduces the events with a “Know Your Contract Quiz” in which union knowledge is tested and prizes are won.

More recently, chapter leaders have taken a few minutes of the gatherings to announce “meet the candidate” nights or precinct walking for their three union-supported faculty-friendly candidates for the board of trustees.

“We definitely use it as a platform to galvanize our faculty and shine a light on what’s going on around campus,” Marki said.

Mary Marki

Long Beach City College instructors sharing brown bag lunches, good vibes and an intellectual exchange during regular “Know Your Colleagues” salons on campus.

Political Science professor Melvin Ross shares his personal reminiscences during his lecture, “I lived the Civil Rights Movement.”

Chef Pierre Juès of the culinary arts department demonstrates “the dark side of chocolate.”