California voters once again showed overwhelming support for investing in public education and a better future for our students in the Nov. 8 election.

CCA members helped make a real difference in the passage of Propositions 55, 58 and 52. Get-out-the-vote efforts by members were key. The field-based State Council’s initial GOTV kickoff over the Oct. 22-23 weekend was particularly effective:

- More than 1,000 educators and volunteers walked precincts, phone-banked, and wrote more than 12,000 postcards.
- CTA and CCA members contacted nearly 40,000 voters.
- Field efforts were bolstered by public and media visibility, as well as intensive social media activity throughout the state. Many television stations, newspapers and digital outlets covered our work.

The groundswell of GOTV activities by CCA and CTA members in the final weeks and days paid off, said CCA President Lynette Nyaggah. “Educators gave it their all for students in this election. The overwhelming support for Prop. 55 shows California voters never want to go back to the days of devastating cuts that drastically impacted our community colleges.”

CTA-supported Propositions 55, 58 and 52 all passed by large margins. Prop. 55 protects public education and 9 million students from billions in funding cuts; Prop. 58 gives students more opportunities to learn languages; Prop. 52 maintains billions in federal funding for health care for low-income children so they come to school ready to learn.

“The passing of Prop. 55 means we can hire more full-time faculty, and hopefully, it means full funding for part-time faculty office hours,” said CCA Vice President Brad Reynolds. “We can also put more emphasis on funding for health benefits.”

The following candidates and ballot measures were approved by voters, thanks to GOTV efforts by local CCA chapters:

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<tr>
<th>Trustee/Measure</th>
<th>CCA Chapter</th>
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<td>L. Carmen Ramirez</td>
<td>Merced College FA</td>
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<td>John Pinkerton</td>
<td>Victor Valley College FA</td>
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<tr>
<td>Barbara Jay, James Wright</td>
<td>South Orange County CCD FA</td>
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<td>Bill Hedrick</td>
<td>Riverside CCD FA</td>
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<td>Roberto Alcantar</td>
<td>Southwestern College Education Association</td>
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<td>Edel Alonso</td>
<td>College of the Canyons FA</td>
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<td>Measure H</td>
<td>Shasta College FA</td>
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<td>Measure J</td>
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CTA/ABC works to make sure the voices of faculty are heard in college communities throughout the state. Over the years, elected officials supported by CTA/ABC have helped change the face of higher education in California, scoring wins for students, faculty and community colleges. Faculty must be involved in the decisions that directly affect our community colleges and students. CTA/ABC helps faculty elect candidates who share our values. See cta.org/abc.

National election raises social justice concerns

“We learned many things from this election at both the state and national levels,” said CCA President Lynette Nyaggah. “We can disagree without being disagreeable, and our goal remains the same: to build the colleges our communities deserve. We are leading efforts to improve the teaching profession, and we’ll continue to advocate for social justice, equity and equal rights for all.”

Within weeks of the November election, the leaders of California’s three systems of public higher education sent a joint letter to President-elect Donald Trump urging him to allow students who are in the country illegally to continue their educations without fear of deportation. “These sons and daughters of undocumented immigrants are as American as any other child across the nation, in all but in the letter of the law,” wrote UC President Janet Napolitano, CSU Chancellor Timothy P. White, and Eloy Ortiz Oakley, chancellor-designate of California Community Colleges. “They do not represent a public safety threat. In fact, they represent some of the best our nation has to offer. They are constructive and contributing members of our communities.”

The letter continues: “They should be able to pursue their dream of higher education without fear of being arrested, deported, or rounded up for just trying to learn. We implore you to let them know they are valued members of our communities and that they will be allowed to continue to pursue the American dream.”

Trump said during his campaign that he would reverse an Obama administration program that defers deportation proceedings against certain young people who were brought into the country illegally as minors but stayed in school and out of trouble. That program, known as Deferred Action for Childhood Arrivals (DACA), has approved applications nationally from nearly 742,000 people, 214,000 of them live in California, the most of any state. See resources below.

Resources for DACA/Dream Students

Educators for Fair Consideration
www.e4fc.org

Mexican American Legal Defense and Educational Fund (MALDEF)
www.maldef.org

DACA Toolkit
www.maldef.org/assets/pdf/DACA_Toolkit.pdf

National election toolkit

www.e4fc.org/daca-toolkit
I'm sitting in CTA Headquarters in Burlingame writing this. As I watch our dedicated CTA employees walk by, and think about all the work we and our local chapter leaders do as part of CTA and CCA, it gives me hope. Presidential elections come and go, but CTA has been working for teachers and students for 153 years, and CCA for over 50 years. And we plan to be around forever to safeguard your rights so that you can do what is probably the most important work in the world — giving our students the opportunity to realize their dreams.

So, let's talk about our work. Regardless of who sits in the Oval Office, we always put our students first. They have faith in us and in the community college system. My office mate in the 1990s was a Fulbright exchange professor from Norwich, England. He said it best: “These students really believe that education is the key to their future,” he told me. “I just love how very inspiring, because his students in England were much more cynical and unmotivated.”

What can we do? We can make sure that our students, whatever their backgrounds, do not feel marginalized or unsafe. After all, you are aware of how to be inclusive — that is our specialty as community college faculty. But we need to help all our students understand that no group is inferior to another group. After all, the history of labor unions is a history of fighting for social justice, so it is our job in these times to fight for all our students whenever that is necessary.

The change of administration in Washington, D.C., will certainly have some consequences for us and for our students. We hope that fair treatment of all our students, regardless of their ethnic or religious background, will continue to be a hallmark of our republic. Apropos of that, the interim chancellor of the California Community Colleges, Erik Skinner, issued a press release confirming the system's commitment to inclusion and to our students. At last month's Board of Governors meeting, I affirmed CCA's support of its members through collective bargaining, 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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SOCIAL MEDIA

Twitter hashtag activism
How-tos, best practices

By Samantha DeMuro and Cynthia Menzel

This is the second of a series of articles about using new-age social media for old-school organizing. In the last issue, we covered Facebook and how it can be used to promote our organization and issues internally and externally. Facebook is a great tool to keep in touch with people you know, but it can be insular. In this issue, we look at a social media platform that is more inclusive: Twitter.

Using Twitter for advocacy

Twitter is the easiest way to see what’s going on in the world in real time. While Facebook helps us connect with friends and colleagues, Twitter helps connect us to people who share our interests and concerns. Twitter has over 65 million users in the United States, 312 million internationally. An estimated 63 percent of users get their news on Twitter, which is considered by some a more legitimate news source than other social media like Facebook. In fact, no longer considered a social media platform, Twitter is now listed in the App Store as a news outlet.

Twitter has spawned “hashtag activism,” which means using a hashtag as a tool for organizing and connecting people around a social justice issue or event, whether you know the individuals or not. Often, using Twitter is the first step in getting people interested to show up in person, because hashtags are political spaces.

In addition to building a network of like-minded people around a topic or issue, hashtag activism is more inclusive of differently abled people — those who may not be able to leave home, for example, or caretakers with young children. People can document stories from their perspective, and it has become especially important for traditionally marginalized people.

In addition, Twitter hashtag activism gets the word out easily and quickly, and provides the ability to respond immediately. Advocates “talk back” and participate during live events, conferences, TV shows and debates.

While face-to-face conversation and connections should never be replaced by social media, vehicles like Twitter can enhance those connections.

Best Practices

If you don’t have a Twitter account, it’s easy to start one. A rule of thumb for creating any social media account is this: It’s good to over-share the professional, undershare the personal, and never share the private. Use the example (at right) as a guide.

Follow interesting and relevant accounts. Follow your local CCA chapter, CCA, CTA, colleagues, local school districts, community leaders, etc. Retweet their content if it’s relevant to your chapter’s goals and beliefs. Retweet your local chapter’s tweets to increase the reach.

Use hashtags. Using a hashtag is the primary way to increase the reach of a tweet and become part of a larger, potentially national conversation. A hashtag should be short, to the point, and publicized widely. CCA conferences are a great place to start. Attend events, take photos, jot down great quotes you hear, shoot videos, interview other attendees on your experience, and then post the content you’ve gathered. Sample tweet from the Good Teaching Conference: “Having a great time at #CTAGTC! Learning a lot of information to take back to local leaders.”

Tweet and retweet. Engagement matters, especially when advocating for an issue. The more a tweet gets retweeted, the more people will see it, increasing the reach and impact of the post. It is perfectly OK to simply share or retweet the posts you see until you’re comfortable posting your own content.

Don’t link Twitter to Facebook/Instagram or vice versa. If you use several social media vehicles, use each platform separately, even if you must copy and paste content. Linking social media accounts often appears “spammyn” and inauthentic to users. When posting from Instagram to Twitter, photos show up as a link, and users are unlikely to click on it.

Want to know more? Go to cta.org/social

Find out which of CCA’s chapters are on social media. Learn more about advocating using social media.

Demystifying Twitter-Speak

# A hashtag is a community-driven word or phrase used to identify or label tweets on a specific topic, event or trend. Hashtags can be used for events, conferences, campaigns and tongue-in-cheek humor. Sample hashtags: #cca4me #OurVoiceOurUnion #teaching #learning #education #WeAreCTA

@ is used to tag a person’s Twitter “handle.” Use the handle to mention a person or organization, or to direct a tweet at someone. Adding the handle in front of a Twitter username is one way to get someone’s attention or refer them in a post. Sample handles: @cca4me @CCAPresident @NEAhigherEd @WeAreCTA

How to Craft an Awesome Twitter Bio

Your Twitter bio is your personal brand. It shows users who you are, what you’re interested in, and what you’re looking for. As you become more active, people “meet you” on Twitter before meeting in person. This is true at CCA and CTA conferences, or with anyone who decides to search for you.

As you become more active on Twitter, people may “meet you” on Twitter before meeting you in-person. This is especially true at conferences, or anyone that decides to search for you. Always post responsibly, and look to other educators as examples. When posting & creating an online presence, always think, “Why would someone follow me?”

CA Support

CAMPAIGN

Chapter account vs. personal account

A chapter account can be used for external communication and connecting to news media, and with hashtag use and retweeting of members’ tweets. A personal account can be used to help support local chapters and CCA. The account must be public for maximum impact and advocacy.

DECEMBER 2016 CCA Advocate 3
Sylvia Mendez, civil rights activist and 2010 Presidential Medal of Freedom recipient, is the keynote speaker for the CCA Winter Conference, Feb. 24-26 at the Westin Bonaventure Hotel in Los Angeles. Her Saturday morning keynote address is titled “For All the Children: Mendez v. Westminster.” She was 8 when she and her brothers were denied entry in a whites-only school and were told to go to a school for Mexican children. Her parents, Felicitas and Gonzalo Mendez, filed suit against the Westminster School District in Orange County. The decision in favor of the Mendez family effectively ended segregation as a matter of law in California, and many of the arguments outlined in the case were used later in the Brown v. Board of Education lawsuit.

“My parents just wanted what was best for their children. So I have made it my life’s work to spread their message,” she says. She will share her story with CCA members and discuss the value and importance of a good education. She says she hopes her story will inspire students to continue education into college and beyond.

“I’m going to show that no matter your race or background, anything is possible.”

She says she hopes her story will inspire students to continue education into college and beyond. “I’m going to show that no matter your race or background, anything is possible.”

CCA members will also hear from Student CTA leaders at the Saturday lunch session. Student CTA is active at UC, CSU and community colleges. They will be giving us a unique and creative look at their lives, challenges and triumphs.

General conference sessions include negotiating SB 1379, the part-time faculty job security bill passed last fall; CalSTRS and your retirement; member engagement; and communications/social media sessions. Also on tap are a roundtable discussion about the future of the profession: a walking tour of Los Angeles; and the presentation of our “History of Unionism” film, *The Lemon Grove Incident*, followed by a breakout on Saturday discussing the film and its historical importance.

Lemon Grove, California, was the site of the first successful U.S. school desegregation case after the school board attempted to build a separate school for children of Mexican origin. On March 30, 1931, the Superior Court of San Diego County ruled that the local school board’s attempt to segregate 75 Mexican and Mexican-American elementary school children was a violation of California state laws because ethnic Mexicans were considered white under the state Education Code. The case is often overlooked in the history of school desegregation.

There is also a Bargaining Academy for chapter negotiating teams, which will run parallel to the regular conference program. The Bargaining Academy will include training on essential bargaining skills and provide up-to-date knowledge on bargaining law and district budgets, all in a very interactive, team-based session.

Find conference registration information at [www.cca4me.org](http://www.cca4me.org).

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### Hints for activists

**Advocating for community college students and faculty**

**DUAL ENROLLMENT**, funding for part-time faculty office hours, the struggle for a professional accreditor for the community college system, funding. These are just a few of the issues CCA members will be dealing with in the Legislature next year.

CCA’s Legislator of the Year, former state Sen. Marty Block, offered this advice for lobbying legislators in a keynote address during the CCA Fall Conference in October.

- Know the legislator. Google him or her, so you can draw upon some personal history to build rapport in some initial small talk.
- Get to the point quickly; don’t beat around the bush. The legislator needs to know precisely what you are asking for.
- Never be disappointed if you meet with staff instead. The legislator can always be called away at the last minute for a variety of reasons. Treat staff well, because they do most of the work and take all the notes anyway.
- Assume the legislator knows nothing about your issue. Avoid jargon and acronyms. Don’t refer just to the bill number; also mention the author and what the bill does.
- Engage the legislator. Ask questions to get their point of view and response.
- Anticipate and prepare for the legislator’s objections. Always know who is against your bill and why, and always know what it costs.
- Close strong. Ask “Can we count on your vote?” Work to get some sort of a commitment.
- Leave behind a concise written document that summarizes your view and what you are asking for. Limit it to one page.

For details on CCA’s Legislative Agenda and issues, go to [www.cca4me.org/legislation.asp](http://www.cca4me.org/legislation.asp).

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**Why Unions Matter**

Unions mean better pay, benefits and working conditions for their members. Unions force employers to treat employees with dignity and respect. At their best, they provide a way for workers to make society both more democratic and egalitarian. So says Michael Yates in *Why Unions Matter*, which will be discussed at the CCA Winter Conference.

Started in 2012, CCA’s Book Club provides a forum for members to read and discuss books about the labor movement and about issues that impact community colleges and faculty. In some cases, the author has been on hand to make a presentation or participate in the discussions.

Find the complete list of books discussed to date under the Communications tab at [www.cca4me.org](http://www.cca4me.org).

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**Be Inspired at the 2017 NEA Higher Education Conference**

“The Unite. Inspire. Lead: Strengthening Bridges to Opportunities” is the theme for the 2017 NEA Higher Education Conference to be held March 17-19, 2017, in Dallas, Texas. An optional daylong leadership organizing activity will be held prior to the conference, on March 16. The conference agenda, sessions and registration information can be found at [www.cca4me.org](http://www.cca4me.org).
Your voice at the table

Update on part-time job security bill

IN A VICTORY for part-time faculty, CCA-sponsored Senate Bill 1379 is set to go into effect on Jan. 1, 2017.

CCA is cautioning local chapters not to rush to bargain these rights, because some administration advocates have a different interpretation of the law and are advising districts to immediately bargain part-time re-employment rights. Local negotiations teams are cautioned not to give away bargaining rights by agreeing to weak, vague or ineffective contract language. A CCA/CTA Bargaining Advisory coming out in December will include suggestions for the best possible language in your contract.

Specifically, SB 1379 requires these standards to be in the contract language:

• Districts must negotiate re-employment rights to receive Student Success funding.
• Districts “shall negotiate in good faith” with the collective bargaining representative of part-time faculty.
• Districts shall establish minimum standards for re-employment rights. These standards “shall include” the following: years of service, number of courses taught, evaluations, availability to teach, and policies for termination, among other things.
Learning is NOT a One-Way Street:
Working for Equity in the Classroom
CCA members to present at CTA Conference

Ed Gomez, San Bernardino Valley College, Lynette Nyaggah, Rio Hondo College, and Fola Odebunmi, Cypress College, will be presenters at the CTA Equity and Human Rights Conference in March. Their double session will examine how the traditional Western approach to teaching in the areas of language, economics and history has affected teachers and students in our global society, and how noninclusive teaching practices can be identified and eliminated.

The session will begin with an exploration of the diversity of the world’s languages. Students may understand linguistic information in diverse ways. They may sort and organize ideas differently. Understanding how languages are diverse gives us multiple tools to reach students.

While language is a tool for communication, it can be used to dismiss or exclude others without our realizing we are doing this. Terms such as “savages” and “natives,” referring to colonized peoples, are examples. Examples will be elicited and discussed so that we can all increase our awareness of the power of language to both uplift and diminish others.

The session will then turn to what the economics curriculum calls for in our school system. The presenters will show why Gross Domestic Product (GDP) is not the only measure of a country’s economic health, though this is how economists compare the U.S. with developing nations. The presenters contend that a measure of economic well-being ought to replace GDP as a measure of a nation’s health, and that as we become more realistic in our interactions with other nations, races and ethnicities, we can embrace further diversity within the American economy.

GDP is based solely on what goes through the market. In developing countries, other indices of economic success such as access to food and education, roads, and services may be better. Teachers who only have an American perspective are missing an opportunity of reaching their students, who may not be able to relate when told that measurements that are valued in their country of origin are meaningless from the perspective of American economic norms.

Finally, in the critical area of history, the presenters will show that Western ideology takes a linear view of history, emphasizing that those who get ahead are the strong and the best while many others are left behind, whereas about 90 percent of the world’s people have a cyclical view, emphasizing community and connection. We teach competitiveness and individualism, but we don’t teach communal understanding and sharing. Are we preparing our students for a world in which there’s diversity? Are we providing them the wisdom to live in the whole world?

After discussing these areas and how we can come to appreciate diversity through them, the presenters will explore ways to change our teaching so that we include diverse approaches to language, economics and history. When we reach this awareness, we will be able to join the two-way street of learning, where we value and appreciate those different worlds that some of our students and communities come from. We can include them in our world and join theirs, to the benefit of all of us.

The CTA Equity and Human Rights Conference is March 3-5, 2017, at the Fairmont Hotel in San Jose. Register at www.ctago.org.

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

Standard Insurance Company, 1100 SW Sixth Avenue, Portland, OR 97204

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MB1115-AD CTAAV
Puttin’ on the Hits helps students hit career goals
Advice offered to those entertaining the idea of “fun” fundraisers

CCA Faculty are often a hit with their students because of their excellent instruction. At Mt. San Antonio College in Walnut, the college faculty put on the hits for their students, raising almost $200,000 for student awards.

“Puttin’ on the Hits as a show has created a community on campus among staff, faculty, administrators, students, and Board of Trustees members,” says Joan Sholars, Mt. SAC Faculty Association vice president and the director of this year’s show. “The cast members have become family. We have a good time together, and even after the show, students stay in contact with each other. It is one of the things that I look forward to each year.”

The annual variety show has raised nearly $200,000 over 18 years for student scholarships. There is an application process for students, and the criteria include good grades and writing an essay about how their college experience is helping them achieve their personal and career goals.

The show involves lip-syncing unforgettable songs from various genres and includes dancing and comedy. MSACFA members are all about the show — and the fun. A core group makes it all happen.

Sholars, who has been involved for 18 years, directed the show this year, and Jennifer (Fred) Mahlke, an adjunct professor in the Communications Department, was assistant director. Mahlke has been doing the show for three years. Roxan Arntson and Julie Laverty are full-time professors from the Communications Department, and Christine Cummings from the Theater Department helped and was in the show.

This year, Mt. SAC Board of Trustees members joined in on the act. Board members Manuel Baca, David Hall, Rosanne Bader and Robert Hidalgo performed, as did the new vice president of Human Resources, Abe Ali, and the controller, Rosa Royce.

Sholars encourages other CCA local chapters to organize events like this. “Not only is it fun, but it’s for a good cause: our community college students,” she says.

She offers this advice for those entertaining the idea of putting on a show:

• “Make sure you have help, because it is a lot of work. The first year we did the show, we just had the players on the stage — no backup and no instruments. That made it easy. The show has grown, so now we have big production numbers.”

• “Recruit volunteers who know all kinds of music. You want to entertain your audience. Even if they don’t know a song, if it’s memorable, they will like it.”

• “Have someone who can help with choreography, or do what we do and copy what is available online (mostly YouTube).”

• “Don’t get caught up in the minutiae — it will all work out in the end.”

“The main thing is to have fun with it,” she adds. “It is work, but it is worth it. Remember: We are doing this so that our students can receive additional monies to help them with their school and their lives.”

Anyone interested in knowing more can contact her at jsholars@earthlink.net.

Pink “Fire” performed by Julie Laverty, professor of communications; Jennifer Mahlke, adjunct professor of communications; Christine Cummings, professor of theater; and Roxan Arntson, professor of communications.

Prince performed by Curry Armand Riley, former assistant director of the show.

Buddy Holly and the Crickets performed by Chris Perez, professor of mathematics; and Marcus Washington, Financial Aid.