

ADVOCATE

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Want to bond with your baby?

New law expands parental leave for all faculty

AB 2393, which took effect Jan. 1, greatly expands the rights of all college faculty to take parental leave. The bill was sponsored by Assembly Member Nora Campos (D-San Jose) and gives community college full- and part-time faculty and classified staff the right to take up to 12 weeks of partially paid parental leave.

The bill provides paid leave to both mothers and fathers, and to parents who adopt or provide foster care. After sick leave has been used, community college faculty will receive differential pay for up to 12 weeks, the specific amount of which can be negotiated between your local union and the district. Check your local Collective Bargaining Agreement (CBA) or contact your local union leadership to determine the differential pay rate in your district.

The changes required by AB 2393 are now being negotiated in CCA collective bargaining agreements.

“CCA advocated for expanded family leave for



part-time faculty,” said CCA President Lynette Nyaggah. “Faculty should not have to choose between taking care of their children and having enough money to pay their bills.”

The new law adds child bonding leave for K-14 employees, including part-time faculty, by removing a requirement from the California Family Rights Act (CFRA) that employees must work 1,250 hours during the preceding 12 months to qualify for the parental leave. A faculty member must have been employed for at least 12 months prior to taking the leave.

The leave doesn’t have to be taken in one continuous period, but there are limitations. CCA members should check with their local chapter leaders and CCA staff for clarification.

While on leave, faculty are entitled to receive health benefits, and must pay regular contributions during the leave. Districts are to notify faculty of this requirement.

A similar bill, AB 375, was passed last year for certificated K-12 employees, including teachers, school psychologists, nurses and speech therapists.

CCA Promotes Social Justice; Take the Pledge to Ensure All Students Can Succeed

*April 4, Educators United With Our Communities;
May 1, Statewide Day of Action;
May 13, CCA sponsors “The Force Awakens”*

Have you and your colleagues taken the pledge to ensure all students can succeed? CCA is partnering with CTA and the California Federation of Teachers in calling on federal, state and local lawmakers to advocate for all students and against policies that undermine students’ right to “attend school free of fear, bullying and discrimination.”

CCA is taking a stand for social justice, starting with the passage of a resolution to provide the “Public Education All California’s Students Deserve.” (See page 5.) CCA members and leaders are encouraged to share this resolution with their districts and academic senates.

“We encourage discussion at each campus about social justice issues, and CCA chapters are welcome to use the resolution as a starting place,” said CCA President

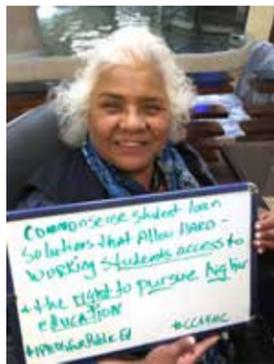
Lynette Nyaggah. “Discussions now are centering on DREAMer students who are not coming to college because they are living in fear, or they

fear for their parents and family. What is the protocol to handle this situation on campus? How are we prepared to protect our students?”

CCA’s April 4 event, “Educators United With Our Communities,” promotes community engagement and appreciation. The event is being organized by CCA, CFA and CTA members. They are asking everyone to wear blue and to use social media to express gratitude for the community support of college students.

CCA is asking educators and allies of community colleges to make their voice heard. An

important step is to ask parents and community members to pledge to support



Josie Malik, San Juan Delta College FA, urges you to take the #PledgeforPublicEd.

SAVE THE DATE
MAY 1st
CTA STATEWIDE
DAY OF ACTION

PLAN THE DATE

▲ Find resources for the statewide day of action at cta.org/ForAllStudents

strong, inclusive, innovative public schools for all students.

CTA’s Social Justice Toolkit is an excellent resource that goes hand in hand with the pledge to ensure that college students from any background and any ZIP code feel safe and secure, and are able to focus on learning. Find the toolkit at cta.org/ForAllStudents.

CCA also invites you and your campus to join CTA’s Statewide Day of Action at local school sites on Monday, May 1.

Collectively, the intent is to send a clear message: that college faculty and educators will not tolerate hateful rhetoric and bullying of immigrant students, LGBTQ+ students, Muslims and others; that we demand safe schools and colleges

What are we doing to engage and support our students and our communities?

By CCA President Lynette Nyaggah

FOR MANY YEARS, our community college faculty association leaders have talked about engaging with our communities. We know that our communities support community colleges — they voted for Proposition 98 and guaranteed funding for our community colleges. They voted for Prop. 30 and Prop. 55, which secured more funding for colleges and schools, and against Prop. 32, which attempted to silence the voices of working college faculty. And those of us who have done phone banking know that the voters are happy with our schools and colleges. But have we made it a habit to thank them for everything they do for us? I think we would have to admit that we have not always remembered to do this.

It is for this reason that CCA, CTA and the California Faculty Association (CSU faculty union) are planning a series of events that will give us all an opportunity to thank our communities and figure out ways to support them.

First, CTA and CCA have endorsed resolutions supporting our students and families. You can read the CCA resolution on page 5, and it is posted at cca4me.org. We suggest that you engage your members in a discussion on the issues in the resolution and fashion your own resolution which reflects the sentiments of your faculty and students. Then disseminate it — to the press, to the administration, and on social media. Share it within your communities. We also ask you to take the pledge to support public education and community colleges at cta.org/forallstudents.

The *Advocate* has been running a series of articles on how to engage our communities using social media — Facebook, Twitter and Instagram. Those articles are available on both the CCA and CTA websites. It's been great to see how many of our CCA chapters are on social media. You can see that at cta.org/social. Put together a group of members who use social media and ask them to get busy! They can still post pictures of their children and grandchildren, but let's add posting about CCA whenever we're on social media.

Second, we are endorsing an April 4 event called "Educators United With Our Communities." This will be promoted on the CCA and CFA online sites and will give you ways to connect with and support your communities. On April 4, educators at all levels, from pre-K through graduate school, will be publicly telling our communities that we appreciate and support them.

For those communities where there is fear about deportation, the status of DREAMers and DACA students, and bullying of students who exercise their First Amendment rights of free speech and freedom of religion, we have outstanding resources at cta.org/forallstudents. We recommend that our chapters put together a group of educators (including classified staff) who can offer those resources to our communities. We also have materials, such as stickers that say "Educators ♥ Our Communities." Just contact me at president@cca4me.org to have yours shipped to you. It is important to stress here that we will offer suggestions, but each of you, as a member and leader, is invited to thank and support your community in the way that you deem appropriate. We have resources to help.



Lynette Nyaggah

Third, CCA is sponsoring a one-day event on May 13 at the LAX Hyatt called "The Force Awakens: Inclusion in Education and Justice for All!" This forum was developed by the CCA Faculty Equity and Diversity Committee, which is made up of members from all political persuasions, progressives to conservatives. Their goal is to foster dialogue, regardless of our political alignments, to find common ground and move forward. Our keynote speaker, Kevin Kumashiro, dean of the University of San Francisco School of Education, will help us with our search for understanding. This will be an interactive forum with everyone's voice being heard and no one being dismissed for their political views. Registration is open at cca4me.org.

Fourth, CCA will join with labor groups all over the country in celebrating May 1, the original Labor Day, and creating events that convey the importance of unions in maintaining the middle class and fostering social justice. Without unions, we would have a 10- or 12-hour workday. We would not have weekends or overtime pay. We would not have breaks. We would have no due process for employees. As unions come under increasing attack, we need to take time to express our gratitude for the role the labor movement has played in making our lives better. Read more about the May 1 event on page 1 and at cta.org/may1.

This is the time for us to speak out about why our communities matter and how grateful we are for what they have done for us. Please join with your CCA sisters and brothers in engaging with the world.

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.

Community College Association
916-288-4921

EDITOR
Cynthia Menzel

PUBLICATIONS SUPPORT SPECIALISTS
Susan Sanz, Craig Hamilton

CCA OFFICERS

Lynette Nyaggah, *President*
Rio Hondo College
president@cca4me.org

Bradley Reynolds, *Vice President*
College of the Canyons
vicepresident@cca4me.org

Randa Wahbe, *Secretary*
Cypress College
secretary@cca4me.org

Fola Odebunmi, *Treasurer*
Cypress College
treasurer@cca4me.org

CTA PRIMARY CONTACT STAFF

Pat Alvarez, Justin Arnold, Paul Chambers, Robin Devitt, Diana Fernandes-Lisi, Alan Frey, Susan Midori-Jones, Marianne Reynolds, Cliff Schuster, Peg Tracey and George Young

CTA Associate Staff
Karen Boll
Bonita Lovell

ABOUT THE ADVOCATE

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The *CCA Advocate* is also available online at the CCA website:
www.cca4me.org

CCA Calendar of Events

Educators United With Our Communities
APRIL 4
cca4me.org

CCA Spring Conference
APRIL 21-23
Manhattan Beach

CTA Statewide Day of Action
MAY 1
cta.org/may1

The Force Awakens: Inclusion in Education and Justice for All
MAY 13
Los Angeles

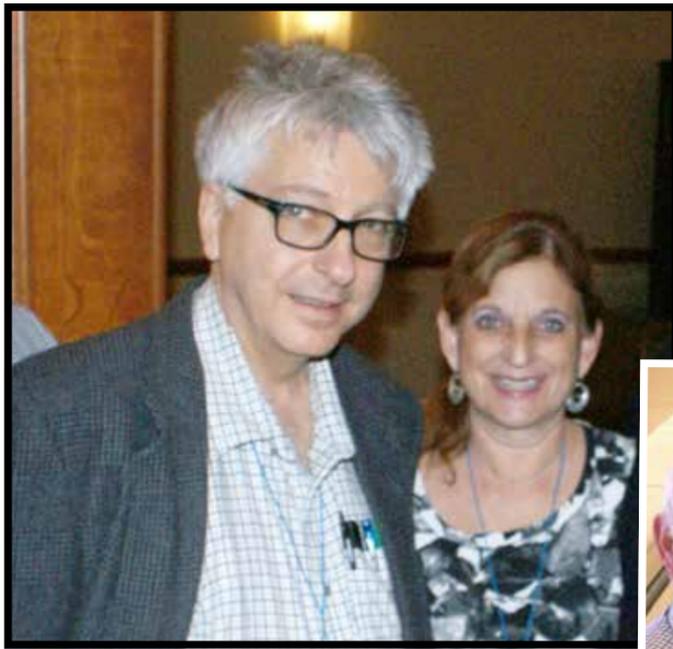
For conference registration and/or hotel logistics, call 650-552-5165.
For conference program, call 916-288-4949.



Our Voice at the Table

Spotlight on College of the Desert

College of the Desert is represented by two CCA unions, the College of the Desert Faculty Association (CODFA) and the College of the Desert Adjunct Association (CODAA).



◀ CODFA Bargaining Chair Geoff Hagopian and President Denise Diamond attend a CCA conference.

▼ CODAA leadership team members include President David Bashore, Vice President Cathy Levitt and Member-at-Large Scott Klinger.



Connecting and communicating with adjuncts

To give adjunct faculty a voice. That's the goal of the College of the Desert Adjunct Association, said CODAA President David Bashore. "Well-informed adjuncts are better for both students and instructors."

Of the more than 400 members, roughly one-third are retired from a professional career; one-third are recent graduates with aspirations to teaching; and one-third are fully employed and are teaching about their vocation. That makes connecting and communicating with adjuncts a challenge, but CODAA has seen success.

"The more people get involved, the easier it is for us to get things accomplished," Bashore said, noting that in the last seven years CODAA has gained improvements in pay, benefits and governance opportunities for adjuncts. "We get paid for office hours, for example, and representation on every college committee. As a union, we participate in shared governance, giving CODAA members more visibility, authority, rights and recognition."

And that gives members support in advocating for their students, said Scott Klinger, a CODAA board member who has been involved with the union for two years. "The union is the best way to advocate for students, because it keeps new adjuncts like me informed and educated, which means I can provide more complete information and resources to my students, regardless of the topic."

"Now that I've become part of the shared governance, I'm on some of these committees where decisions are made that affect everyone," Klinger said. Now he can take the initiative to write a new course based on student needs and shepherd it through the system.

Bashore takes pride in the union's ability to provide an avenue to make adjuncts' voices heard. "Shared governance benefits students, and it impacts teaching

conditions such as equipment and design of new buildings," he said. A recent example: Without consulting an adjunct, designers built a photography darkroom with a skylight. It has been removed.

CODAA leaders pointed to adjunct projects that benefit students and provide practical lessons.

The Solutions Kiosk, for example, was developed and created by former adjunct, now dean, Kelly Hall and adjunct faculty adviser Robert Holmes. It opened in 2011 and is run by students who are getting hands-on experience in retail management. The store is a place for students to put business concepts and learning into practice, and it has been so well run and profitable, a café/gift shop is opening at the Indio campus. Money raised goes into a student scholarship program.

Then there's CODAA member Mike Gladych, who formed a partnership with the Palm Springs Film Festival. His film students learn from high-profile professionals and get to interview celebrities.

"Adjuncts are doing what the college is advertising that it does," said Bashore. "If we are not participating in the governance of the school, we have a major disconnect regarding what is in the best interest for students, teaching, learning and the school itself."

In addition to bargaining bread-and-butter issues for adjuncts, CODAA is making sure they are consulted in the decision-making process, he added. "The gains we've made as a union will continue as adjuncts assert their professional expertise to meet instructional and learning needs."

Going to bat for students and faculty

College of the Desert Faculty Association President Denise Diamond

said the union is part of the checks-and-balances system, keeping College of the Desert accountable while advocating for faculty and students.

And Heather Benes, recently elected at-large member on the CODFA board, agrees. "My union bargained a contract that gives me the space to do what we need to do," she said. "I have a choice between committee work or student clubs. I'm faculty adviser to four clubs — it's embedded in my contract, so it counts for something. While I'm taking care of my students' academic needs, my union takes care of me."

"CODFA protects faculty who care, so they can do their job," she added. "That's why the union is going to bat for Tony Manzoni."

A "respect" campaign was launched around CODFA member Tony Manzoni, a 31-year veteran who was suddenly and surprisingly put on leave on the first day of the spring semester. Speculation abounds about why it looks like COD is pushing Manzoni out.

"It matters contractually that we have autonomy to say when we will retire and stop teaching," Diamond said, adding that the situation also points to program discontinuance issues that can impact students and faculty.

Manzoni created a signature golf management program, raising some \$4 million in cash and in-kind services to build a golf lab that doubles as a community golf course. He coaches the men's golf team, which has won 27 of 28 conference championships. This year the team is struggling. "Tony is a father figure to his students, these 18-, 19- and 20-year-old kids from all over the world. They're missing Tony," Diamond said.

Manzoni's dedication was featured in the winter 2017 issue of *Fore* magazine. "I have never done

anything that's not aboveboard, and always have the college's best interest as a priority. It's heartbreaking," he said. "There's never been harsh words between me and COD. You'd think if there was a problem, they'd talk to me."

In late February, COD presented Manzoni with charges the union said can only be described as character defects, using terms such as immoral. "The only immoral thing about me right now is my golf game," said Manzoni. The union contends COD is blaming Manzoni for things that were in the college's control, not his.

Manzoni said he's had incredible support from CODFA. "I couldn't ask for any more. They give me hope." He has received support from PGA members and students internationally; one came from France to speak to the COD Board. Their testimony can be seen at the COD YouTube website.

CODFA's advocacy for students includes a Student Emergency Fund for students who are homeless or having financial difficulty. Based on faculty recommendations, CODFA provides grants of up to \$250. "That's enough for textbooks, an electric bill or groceries," Diamond said.

As a rule, Diamond said, her goals center around inclusion, transparency and advocacy. CODFA's communication system includes a combination of one-on-ones, relational organizing, a website and meetings. Member engagement activities provide faculty the opportunity to advocate for themselves and for the good of the college, she said.

College of the Desert is one of the fastest-growing community colleges in the state, hiring as many as 13 new faculty for each semester in the last two years. As a union, the full-time faculty are experienced, with nearly 50 percent being on the last step of a 12-step salary schedule. Faculty longevity has been credited with creating stability at COD.



Heather Benes

The budget and the bargain

Promise of Prop. 55 spares community colleges from cuts in proposed budget

The governor's proposed 2017-18 higher education budget is leaner than in the past few years, but the passage of Proposition 55 will protect community colleges from cuts and keep funding positive, according to CTA/CCA legislative advocate Jennifer Baker.

What does that mean for CCA members? Negotiations teams will need your support. Faculty may see their negotiating teams having challenges at the table securing raises or money for other faculty-related requests.

"That was the bad news," said CTA Vice President Brad Reynolds. "The good news is that those we have spoken with in Sacramento, from the Chancellor's Office and elsewhere, think there will be more money put into the base funds that community colleges receive once we get around to the May revise."

Reynolds said there were several things in the budget that were not funded, "like part-time office hours, which CCA is committed to try and fund as we move forward with the budget discussion this spring."

Find more on the budget at cca4me.org/budget.asp.

What about bargaining?

These are just a few of the bread-and-butter issues your colleagues are taking to bargaining tables across the state:

- Teaching and learning conditions.
- Distance education.
- Release time.
- Parental leave.
- Evaluations.
- Salary and benefits.
- Rehire rights.
- Contract language around intellectual property rights of people who design online courses.

CCA local bargainers are spending enormous time and energy, in addition to their regular teaching duties, to increase the professional compensation received by all faculty. Pay attention to your negotiators, reach out and offer assistance, and answer when called upon. They are working for you.

*We focus on you,
so you can focus on them.*

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Changes to Educators' Pension Fund

New members may face higher contribution

By Dina Martin

A MOVE BY the California State Teachers' Retirement System (CalSTRS) to reduce its assumed rate of return on long-term investments is likely to result in an increased contribution by the state to the retirement fund.

The February vote by the CalSTRS Board to decrease the investment return assumption from 7.5 to 7.0 percent by 2018 was reached after discussion of interest rates and projected inflation, and after review of the CalSTRS Experience Analysis, a five-year study of actuarial data.

The decision "will result in the state increasing its contributions to CalSTRS, and educators who were hired after 2013 increasing their contribution by \$20 to \$40 per month," said CalSTRS Board member Harry Keiley.

With the decrease in the assumed rate of return on investments, the state would be required to increase its contribution by 0.5 percent for the next 10 to 12 years.

New Member Retirement Benefits

The California Public Employees' Pension Reform Act (PEPRA) of 2013 sets a cap on the amount of compensation that is used to calculate a retirement benefit for those first hired on or after Jan. 1, 2013.

The "new members" (who have never belonged to public retirement systems before) are required to pay at least 50 percent of the "normal cost" of their retirement benefits, or the current contribution rate of similarly situated employees, whichever is greater. Normal cost means the amount that it will cost to pay for future benefits. It is measured as a percentage of an employee's salary.

The formula for calculating the retirement benefit is:
Age Factor × Service Credit × Final Compensation = Member-Only Retirement Benefit.

New members' age factor is 2 percent at 62 (versus 2 percent at 60 for other members). This means that at age 62 new members would receive 2 percent of their final compensation as a retirement benefit for every year of service credit. The age factor of 2 percent decreases to 1.16 percent at age 55 if they retire before age 62, and increases to a maximum 2.4 percent at age 65 if they retire after age 62.

Other differences for new members:

- No career factor is considered in calculating the benefit.
- Final compensation is based on the highest average annual compensation earnable for 36 consecutive months, regardless of years of service credit.
- Retirement is at age 55 with at least five years of service credit.

CTA's website has more information about CalSTRS and members' retirement. See ctainvest.org; for specific new member details, bit.ly/2kHqyVV.

TAKE THE PLEDGE

Continued from page 1

where students can learn without being frightened or harassed; and that we will work for policies and practices that strengthen community colleges and public education, not dismantle them.

On a symbolic note, May Day has been linked to international workers' rights in commemoration of the May 1, 1886, strikes and protests for an eight-hour workday across the U.S. More recently, May Day has served as a national day of action to raise awareness about immigration rights and the need to keep families together as they fight for a better life. Other labor unions and community groups are planning actions for the weekend of May 1.

"Take the pledge," said CCA President Lynette Nyaggah, "and plan a May Day event with your students and others on campus that will demonstrate how we advocate for all of our community college students. Whatever you can do, thank you for joining our efforts to make sure all of our community college students get the public education they deserve."

CCA Resolution of Unity, Resolve and Resilience

A Call to Action for the Public Education All California's Students Deserve

Public education is the foundation of our 21st century democracy. Social justice for all begins with a quality, free public education. Our public schools are where our students come to be educated in the fullest sense of that word, including as citizens of this great country. As educators, we strive every day to make our public schools and colleges a place where we prepare the nation's young people to contribute to our society, economy and citizenry.

The 325,000 members of CTA and CCA are committed to making sure *all* California's students get the public education they deserve. We ask all Californians, including elected leaders regardless of party affiliation, to join us in supporting a strong, inclusive, safe and innovative public education system that ensures all students can succeed, regardless of their ZIP code. Our public schools must remain centers of our communities, and not become corporate profit centers. We hold these values because all students, regardless of family circumstances, where they live, where they were born, how they look, who they love or which language they speak, have the right to a public education that helps them reach their full potentials.

Resolution in Support of the Public Education *All California's Students Deserve*

WHEREAS, the promise of a free, universal and quality public education system is the foundation of our 21st century democratic society, a civil right and the cornerstone of the American economy;

WHEREAS, California established its system of free, universal public education open to all children in 1866 and now educates more than 9 million students in schools and colleges, including 113 community colleges;

WHEREAS, California strives for and values an inclusive, safe and innovative quality public education system that ensures all students can succeed, regardless of their ZIP code, the color of their skin, their native language, their gender or gender identity, their immigration status, their religion, their sexual orientation, or their social standing;

WHEREAS, all students and educators deserve safe learning and teaching environments, and the right to attend schools free of fear, bullying and discrimination;

WHEREAS, California supports a place for DREAMers and has supported safe-haven schools that reflect and embrace the diversity of our students and their families, as well as the rich languages and cultural assets they bring to our communities;

WHEREAS, all students deserve access to affordable college and to career and technical training programs that will prepare them for the workforce;

WHEREAS, smaller class sizes significantly improve student learning, particularly for ethnic minority students and English learners, give educators more time to provide one-on-one instruction, and allow for more communication between students, families, and communities;

WHEREAS, all students deserve a well-rounded education — ensuring that students and schools have access to multicultural education, art, music, theater, dance, physical education, and career technical classes;

WHEREAS, California community colleges support learning rather than testing, and local control in accountability systems;

WHEREAS, adequate health care, including eye and dental care, is essential to ensuring students come to school ready to learn;

WHEREAS, student, family, and community engagement is an integral part of effective education and is critical to developing a shared vision for learning;

WHEREAS, education professionals are deeply committed to the success of every student and should be recognized as the experts they are, deserving of academic freedom; time to collaborate with their colleagues; shared decision-making to determine the most effective teaching methods, curriculum, assessment and evaluation systems; and competitive salaries comparable to other professions to attract and retain quality educators;

WHEREAS, all public schools and colleges need adequate counselors and other education support professionals to help meet the needs of all students;

WHEREAS, California law supports collective bargaining rights for education employees as educators who should be able to advocate for their students, have a say about their futures and enjoy the right to negotiate together for safe working conditions and wages that can sustain their families;

WHEREAS, California has led efforts to bring equity to its school funding system and must adequately fund education to climb out of ranking 46th in per-pupil funding for primary and secondary education, which is \$3,462 below the national average;

WHEREAS, public schools and colleges should serve as centers of the community, not profit centers with taxpayer dollars diverted to private voucher schemes and unaccountable corporate charter schools;

AND WHEREAS, supporting quality public schools and colleges is about building the future of all of California's students, building stronger local communities, and building a better California for all of us;

THEREFORE, BE IT RESOLVED that educators and all public education supporters affirm their commitment to these values and rise up to protect students and their families, public schools and colleges, the teaching profession, and our communities from any policies that would undermine these values;

BE IT RESOLVED that educators (and all public education supporters) across California vow to call on federal, state and local lawmakers to advocate for the public education *all* California's students deserve;

BE IT FURTHER RESOLVED that educators (and all public education supporters) will encourage local school districts, college districts and city councils to pass similar resolutions to keep our public schools public and demand the public education that *all* California's students deserve.

SAVE THE DATE: MAY 13

10 a.m. to 4 p.m. LAX Hyatt, Los Angeles

CCA special one-day forum — The Force Awakens: Inclusion in Education and Justice for All

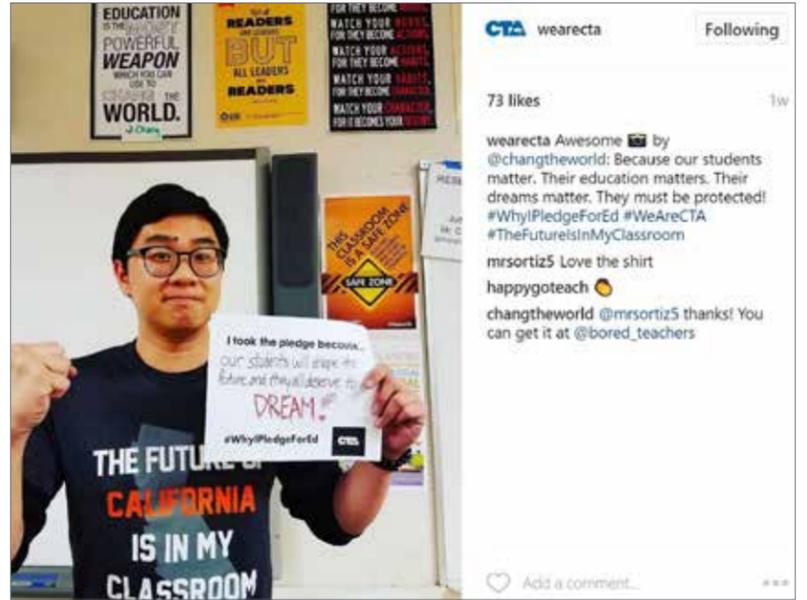
Inclusion and justice for all are the topics of the special CCA event May 13. Find commonalities and decide what CCA, as an organization, should do, after listening to keynote speaker Kevin Kumashiro. The dean of the School of Education at the University of San Francisco, he is the founding director of the Center for Anti-Oppressive Education (antioppressiveeducation.org).

Kumashiro's idea of education is to empower the student and be an anti-oppressive teacher. Anti-oppressive education is premised on the notion that many traditional and commonsense ways of engaging in "education" actually contribute to oppression in schools and society.

Register and find details at cca4me.org.



▶
A typical
Instagram
post may look
like this.



INSTAGRAM: How-tos, best practices

Reaching like-minded advocates

By Samantha DeMuro and Cynthia Menzel

This is the third of a series of articles about using new-age social media for old-school organizing. So far we've covered how Facebook and Twitter can be used to promote CCA and our issues internally and externally. While face-to-face conversation and connections should never be replaced by social media, vehicles like social media can enhance those connections. In this issue, we look at Instagram.

Using Instagram for advocacy

Just getting started using social media for personal and professional use? A rule of thumb for creating any social media account is this: It's good to overshare the professional, undershare the personal, and never share the private.

Instagram is a mobile photo-sharing site that allows users to share pictures and videos either publicly or privately on the service, as well as

through a variety of other social networking platforms, such as Facebook, Twitter, Tumblr and Flickr. Learn more about these social media tools at upcoming CCA conferences.

Best Practices

Promote your Instagram account.

Put your Instagram username on everything — website, newsletters, email signatures, Facebook page, etc. Follow us — [@cca4me](#) or [@WeareCTA!](#)

Use compelling photos and videos. Tell a story visually. A picture is worth 1,000 likes. Post photos and videos that tell a story — smiling faces are always great, but experiment with interesting angles and filters, too. Always ask yourself, “Why would someone follow our account? What makes our account different?” Engaging content will bring followers.

Use hashtags. Using a hashtag is the primary way to increase the reach of an Instagram post

and become part of a large, potentially national conversation. A hashtag should be short, to the point, and publicized widely. When creating your own hashtag, don't just create it without doing your research — it may already be in use! Don't overuse hashtags, either; it becomes “spammy.”

CCA's hashtag is [#cca4me](#).

Remember: Telling stories in a public and accessible way is powerful, especially for those who often don't have a voice in popular media. Hashtags are political spaces.

Posting FYIs. There is no character limit in an Instagram post, but less text tends to be best. A user cannot post links to Instagram. The only link option is in the bio, which most likely will be reserved for your chapter's website.

Can you repost on Instagram? While there is no reposting feature within the app, you can download the “Repost” app. Reposting your members' and supporters' photos and video is recommended to increase engagement.

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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).

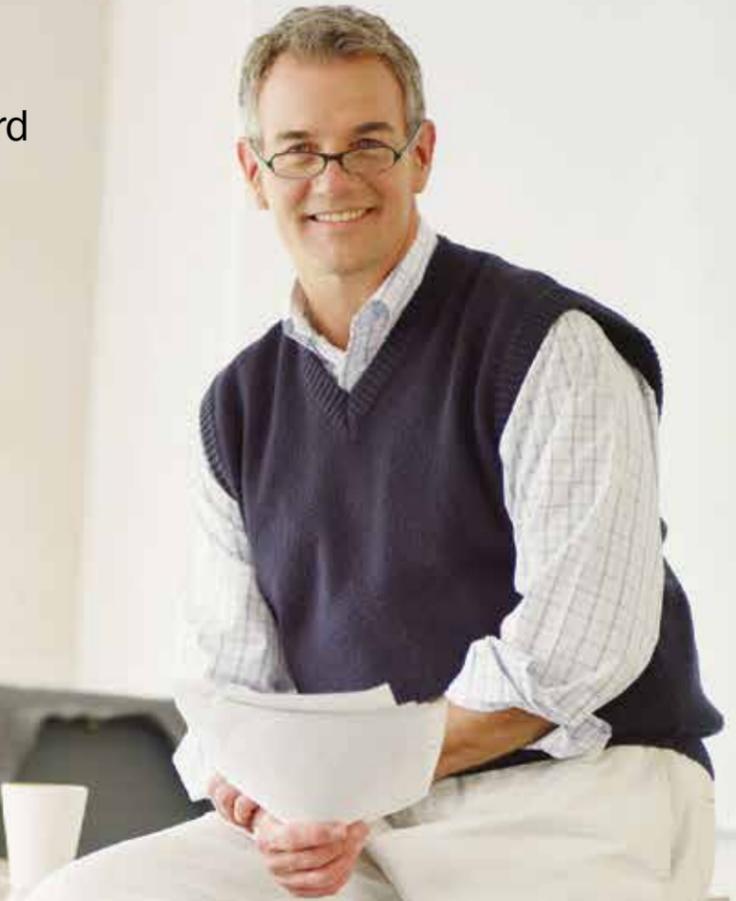
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* The 2% cash back on grocery store and wholesale club purchases and 3% cash back on gas purchases apply to the first \$2,500 in combined purchases in these categories each quarter. After that, the base 1% earn rate applies to those purchases.

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College students and faculty learn together

CCA hosts Student CTA at winter conference

CCA CONFERENCES are growing in popularity, and the winter conference was no exception. Special guests included Student CTA members, who encouraged a working partnership with CCA chapter leaders.

The students and CCA faculty were impressed with one another. Miyuki Manzanedo, a UC Davis student, said she is “a product of the community college system, and this reminded me of why I enjoyed my college experience. I appreciated faculty engaging us about our organization, and about ourselves as individuals entering the teaching profession.”

The keynote speaker was civil rights activist Sylvia Mendez, whose family’s 1947 lawsuit, *Mendez v. Westminster*, raised the issue of access to public education for all students. “We’ve come a long way, and we have a long way to go,” said Mendez, noting the growing

de facto segregation because of funding is hampering “the number one American dream: to get an education. We all can come together and right a wrong, can’t we? Sí se puede.”

There were several first-time attendees, such as Frank Gonzalez, a South Orange County



Frank Gonzalez

CCD FA member who teaches at Saddleback College. He appreciated “the variety of topics, such as negotiations, the State Teachers’ Retirement System, and the budget. I am the treasurer for our local chapter, so I receive a variety of questions, and I now have a better understanding of the STRS process.”

Plan now to attend the CCA Spring Conference April 21-23 in Manhattan Beach. In addition to excellent professional development opportunities, conference highlights include the WHO (We Honor Ours) Awards banquet. Find details at cca4me.org or ctago.org.

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▲ The Building Strong Locals Class of 2017

The Building Strong Locals Academy provides leaders the skills and knowledge to effectively advocate and serve members at the local level. Front row: Emily Woolery, Mt. San Antonio College FA; Wendy Koenig, Long Beach City College FA; Tracy Redden, College of the Sequoias TA; Josue Arredondo, Southwestern College EA; Phyllis Hall, Long Beach City College FA. Second row: Kurt Meyer, South Orange County CCD FA; Joey (Joselle) Merritt, Merced College FA; David Hurst, College of the Sequoias TA; Rafael Herrera, Citrus College FA; Joe Farrelly, Sierra College FA; Anthony Villarreal, Monterey Peninsula College TA. Read about CCA’s academies at cca4me.org/cca-bsl-nea-ela.asp.

The family-friendly conference includes activities for kids. Clara, 11, is the daughter of CTA Board member Susan Green. ▼



◀ Student CTA members meet the keynote speaker, civil rights activist Sylvia Mendez, and also learn about issues and encourage CCA faculty to support local SCA chapters. From left: Miyuki Manzanedo, Jonalyn Smith Haymes, Jess Sanchez, Mendez, Aaron Barlin, Qohle Gray, Sonya Navarro, Mackenzie Ramsay.

