

UNITED FACULTY NEWS

FALL 2020, ISSUE 1



In this issue:

Page/Topic

1-5	The Impact of Negative Workplace Culture
6-8	Race and the Fight for Equity
9	Negotiations Update
10	What a 1% Raise Won't Get You
11-12	UF Endorses Board of Trustees Candidates
13-14	Scheduling – Know Your Contractual Rights
15-18	Benefits of UF Membership

The Psychological and Organizational Impact of a Negative Workplace Culture

Brandy Young

Cypress College, Psychology

All successful relationships and workplaces are characterized by trust, fairness, and respect. If trust is a predictor of cooperation, commitment, and loyalty, what happens when these important virtues are no longer present in the workplace? What impact does this have on the individual employee and the organizational culture?

Culture sets the tone for an organization - a negative culture can undermine the effectiveness of the best programs, policies, and services intended to support the workforce. An unhealthy organizational culture creates more stress, which lowers employee well-being. When there is a fundamental lack of trust, fairness, and respect in an organization's culture, it can create an environment in which burnout and disengagement is the norm.

A commonly used definition of organizational culture is 'the way we see and do things around here.' Through tradition, history, and structure, organizations build up their own culture. Culture, therefore, gives an organization a sense of identity – 'who we are,' 'what we stand for,' 'what we do.'

As a psychologist and faculty member who is embarking on my 15th year of service at NOCCCD, here are some things I've observed about our District's organizational culture:

Continued on page 2

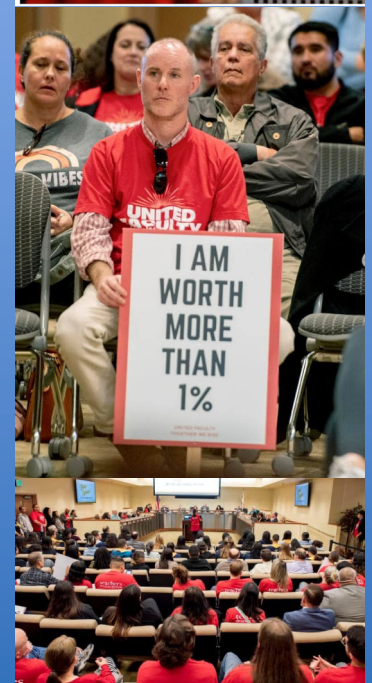
Continued from page 1

- **Backwards Rather Than Forward Progress-** Other comparable community college districts offer faculty dependent health care coverage and regular COLA or COLA + on-schedule salary increases. Meanwhile, we have no dependent coverage, we get offered one-time bonuses, and our on-schedule offers are less than COLA. Every year this trend continues our relative ranking keeps slipping rather than improving.
- **Lack of a Meaningful Response-** Faculty have attended numerous BOT meetings to share that the lack of a comparable salary, dependent health-care coverage, and lecture-lab pay equality are practices that have negatively harmed their families, their workplace productivity, and their ability to hire and retain top-quality faculty members. Despite our heartfelt stories of ill family members and having to take on second and third jobs, despite all the data we have presented, and despite all of our stories of how difficult it is to attract and retain the highest quality new faculty members, the District has failed to make meaningful long-term commitments to finding solutions to the previously mentioned issues.
- **Bloated Financial Reserves-** The District continuously tells faculty members that it “can’t afford” dependent health care coverage or a comparable salary. This has been the constant response for the past 15 years, during periods of both economic prosperity and recession. Yet, District reserves continue to steadily increase year after year. NOCCCD reserves are currently the 2nd highest in the state, at approximately \$100 million. This figure is off the charts at over SIX TIMES the recommended reserve amount (which is approximately \$15 million).
- **Honoring Commitments-** The District has failed to honor their own 2013 MOU which states, *“The United Faculty and the NOCCCD hereby agree to develop, to the mutual satisfaction of both parties, a comparability model to assess and address the relative ranking of unit member compensation at the 75th percentile.”* The results of the third-party study clearly showed that our pay and benefits are low, but instead of responding to the report with a long-term plan that will lead us to the 75th percentile, current leadership now chooses to question the validity of the data. This is concerning given the fact that they funded the study and chose the company who conducted the research. Yes, a model was developed. Yes, the data was assessed. But, clearly, the problem has NOT been addressed. Look at what we’ve been offered the past 7 years.
- **Actions Speak Louder Than Words-** Through emails and opening day speeches District leaders tell faculty that they are valued and appreciated and that *“we are in this together.”* Yet, at the bargaining table, faculty were offered less than the tax-payer funded COLA that was given to the District by the state. As if that’s not bad enough, to add insult to injury, the District has given the Chancellor a 5% salary increase per year over the past three years.



Faculty declares ‘no confidence’ in leaders of Orange County college district

Jeong Park
PUBLISHED: February 11, 2020 at 9:53 p.m. I
UPDATED: February 12, 2020 at 6:41 p.m.
Local News, News



Continued from page 2

The Human Resources Department's mission statement says NOCCCD is *"committed to attracting, hiring, engaging, developing and retaining highly qualified personnel to support the educational success of our students."* Respect is also listed on the District website as one of our core values. Yet, such mission statements and core value statements, which are elements of visible NOCCCD culture, are not consistent with the way we actually get things done (invisible culture). This fundamental inconsistency in our organization has left faculty feeling undervalued, disrespected, angry, and untrusting.

The Damage Done

A toxic organizational culture does much more than just destroy individual employee health and morale. It also damages the organization as a whole. The consequences of a negative workplace environment are serious. For example, according to Robert Sutton, Ph.D., Professor of Management Science at the Stanford University School of Engineering, when workers feel as though they are undervalued and disrespected in the workplace, this affects both their psychological well-being and their work performance. In negative work environments, anxiety, depression, burnout, exhaustion, and dissatisfaction grow easily. When such workplace stress is chronic, it can also create negative physiological symptoms (e.g., insomnia, cortisol surges, and even heart disease) that impact both the physical and mental health of the employee. Employee commitment wanes, productivity declines, absenteeism increases, and the rate of turn-over grows. Employees are less likely to be creative and they are less likely to "go the extra mile" when they feel as though they are being mistreated.

The financial costs of a stressful work environment are substantial. Research described by The American Psychological Association shows that health care expenditures at high-pressure companies are nearly 50% greater than at other organizations. Workplace stress has cost the U.S. economy over \$500 billion dollars. Recent studies estimate that almost 550 million workdays are lost each year due to stress on the job. This research also shows that workplace stress can increase voluntary turnover in an organization by as much as 50%. In these situations, new hires accept the job offer immediately, but they resign as soon as they receive an offer from another employer with a more competitive salary and benefits package. The turnover costs associated with recruiting, training, lowered productivity, lost expertise, and so forth, are significant. In fact, the Center for American Progress estimates that replacing a single employee costs approximately 20% of that employee's salary.



Image Source: Robert Sutton, Ph.D., Professor of Management Science at the Stanford University School of Engineering.



Continued from page 3

Psychological Coping Mechanisms: Exit, Repair, or Despair

Psychology suggests that people who are in dysfunctional relationships often cope in one of three ways:

- (1) They exit and leave the relationship.
- (2) They stay in the relationship and attempt to fix the dysfunction.
- (3) They stay in the relationship and accept the dysfunction because they feel helpless to fix it.

The third option reflects a psychological mindset known as **learned helplessness**. Research by psychologist Martin Seligman shows that when humans and animals start to believe that they have little to no control over what happens to them, they begin to think, feel, and act as if they are helpless. Their sense of self-efficacy is severely diminished and this reaction can set the stage for the onset of depression. According to Seligman, when people are in situations in which they believe they have no control, they show motivational, cognitive, and emotional deficits. The cognitive deficit refers to the person's belief that their situational circumstances are uncontrollable, **"I can't do anything to change my situation."** The motivational deficit refers to the person's lack of an active response to try potential methods of escaping or improving a negative situation, **"Why should I even try to change anything? Nothing I do will make a difference. Trying to make a change is just a waste of time. Maybe we should just accept whatever they offer us."** Finally, the emotional deficit refers to the state of hopelessness and depression that arises, **"I'm burnt out and defeated. They don't value my work. This is hopeless."**

If you've been experiencing learned helplessness, feeling burnt out, or feeling despair about our contract, it's understandable. But, don't give up hope! Succumbing to learned helplessness only enables the oppressor because the very people who are being mistreated accept such treatment as "normal." When we cope through the mechanism of learned helplessness we often internalize what we have been told and we begin to act out particular social roles set forth by our organizational cultural script. Self-fulfilling prophecies set in, and before you know it faculty are suppressing our own rights and echoing the District's narratives. **Learned helplessness is self-destructive. We must not allow ourselves, or our colleagues, to continue to accept being mistreated and disrespected at the negotiating table.**

Continued on page 5

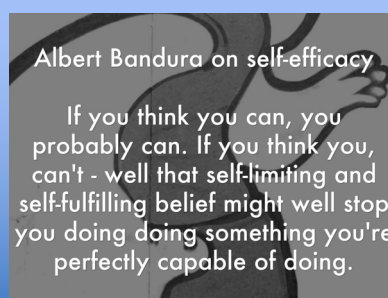
Push for a Paradigm Shift in Our Organizational Culture & Stand with your Union!

Faculty have the power to push for a paradigm shift and change our institutional culture. For years, we sat by quietly hoping for the best but often experiencing disappointment and let-down. We failed to assert our value. But for many, after years of protest at BOT meetings, we have decided enough is enough. The District has time and time again shown, through their own actions, that they are not committed to helping faculty reach the 75th percentile. As a union we are continuing to organize and strengthen our voice. By going to impasse we are taking a stand. We are telling the District that we demand respect and that such respect is shown not through empty slogans, opening day verbal praise, or empty email “thank yous.” Rather, respect is shown in the contract they offer faculty at the bargaining table.

I know how much blood, sweat, and tears myself and my colleagues invest into making Cypress College, Fullerton College, and NOCE “premiere” institutions. We care about our students and we strive to deliver our best performance every day. We deserve to be paid a comparable wage and to be able to care for our families. We are the backbones of these institutions, and this fact has become especially apparent during the pandemic. Without faculty there are no students; without students, there is no need for staff or for administrators. We are in a symbiotic system and if we want NOCCCD to prosper and grow we must take a stand now and demand that faculty be treated fairly. We must continue to push for fundamental change at the deepest levels of our organizational culture.

What can you do as an individual? Support United Faculty throughout the fact-finding process and throughout the future. Change does not come easy. We must stand with United Faculty leadership and the negotiating team. Wear your red shirts. Show up for support during calls of action and stand together with your colleagues. Learn more about the trustee candidates United Faculty has endorsed in the upcoming election, and help get the vote out.

We are stronger together and we do have the power to shape the culture of this organization. We are not mere slaves to our negative environment. Let’s exercise our collective bargaining rights in an attempt to shape the future of what we want NOCCCD to be. When we hear “**this is just the way it is around here,**” we need to remind ourselves that we do is valuable and meaningful. It’s time for the District to stop looking at faculty as though we are burdensome costs distracting from their seemingly most important value of growing their financial reserves. Instead they must start investing in faculty like the valuable assets that we are. Until then, “band-aid” solutions to the deepest problems that are inherent in NOCCCD’s organizational culture will be ineffective at repairing the damage that years of mistreatment have created.



Race, the Union, and the Fight for Equity

Mohammad M. Abdel Haq

Fullerton College, Sociology

In the Fall of 2016, I was very excited about my new full-time faculty position in the Sociology Department at Fullerton College, mostly because I was part of the largest and most diverse cohort that our district has ever hired. The opportunities seemed endless, so I got involved very quickly. I attended multiple conferences, became a member of multiple committees, and I joined the Faculty Senate. This involvement exposed me to data about our students and the many racialized and gendered inequities that they experience. However, it was rare for me to witness a discussion about the inequities that impact NOCCCD's faculty. Most of the times that I brought up these issues in the presence of administrators, I was met with frowns, discomfort, and they quickly brushed off my concerns as irrelevant statements or belonging to a different space.

“Nearly 29% of BIPOC faculty are in the lowest class on the salary schedule (Class B), compared to approximately 23% of White faculty”

As I investigated the structural racial inequities among NOCCCD faculty, I uncovered evidence that explained why the District gets uncomfortable around these issues; mainly, because they exist, and they present a challenge to the district's purported values of equity and diversity. 2018/2019 data from NOCCCD's Human Resources show a clear disparity between White and BIPOC faculty. This means that the lack of raises and health coverage for dependents will undoubtedly have a disproportionate impact on BIPOC (Black, Indigenous, Persons of Color) faculty. For example, nearly 29% of BIPOC faculty are in the lowest class on the salary schedule (Class B), compared to approximately 23% of White faculty. Another way of looking at this is by simply looking at the actual salaries broken into four ordinal categories, as shown in the table below.

Table 1: Race and Salary Range

Race/Salary Range	\$64,000-79,000	79,001-94,000	94,001-109,000	109,001 & Above
BIPOC	10.5%	27.4%	29.5%	32.6%
White	6.3%	27.9%	28.1%	37.8%

Source: 2018/2019 Raw data from NOCCCD HR

BIPOC faculty is also more likely to be on the lower end of the salary steps.

Table 2: Race and Salary Step

Race/Salary Step	Step 1-5	Step 6-10	Step 11-15	Step 16-20	Step Above 20
BIPOC	4.7%	30%	19.5%	13.7%	32.1%
White	3.4%	20%	21.1%	11.5%	44%

Source: 2018/2019 Raw data from NOCCCD HR

Continued on page 7

Continued from page 6

Based on the same dataset, further statistical analysis revealed that, on average, our BIPOC faculty made approximately \$1,656 less than our White colleagues in 2018/2019, so I conducted an independent sample T-test to compare the salary for BIPOC and White faculty. Not surprisingly, it revealed a statistically significant difference in salary based on race. In words that avoid statistical jargon: the findings reveal that the differences in the salary average based on race are not likely to be a product of randomness; rather, a structural inequity that is deep within the District, possibly due to a disproportionate number of BIPOC faculty that were only hired only in the past few years.

“the differences in the salary average based on race are not likely to be a product of randomness; rather, a structural inequity that is deep within the District”

What Does All of This Mean?

I have repeatedly stated that a budget is a “moral document” as it tells us what we prioritize and what we value. Our budget fails to address issues of equity and diversity in a meaningful manner. Shortly after our District hired the most diverse cohort in its history, not only did we see a lack of raises, but a slipping back in the overall compensation in comparison to surrounding districts. We continue to watch other districts get offered meaningful on-schedule salary raises of COLA+ while our district is offering our faculty a 1% raise. It is clear at this point that our diverse faculty are simply treated as trophies, rather than individuals that have something important to offer.

A BUDGET IS A MORAL
DOCUMENT.
WHAT WE FUND IS WHAT
WE VALUE.



“Tokenism is diversity without the hard work of equity or inclusion - it is the act of using marginalized communities as props without incorporating their work or knowledge in the process.”

Continued from page 7

“Shortly after our District hired the most diverse cohort in its history, not only did we see a lack of raises, but a slipping back in the overall compensation in comparison to surrounding districts.”

A corporate approach provides only the illusion of equity and diversity, while ignoring the meaningful role of resources. A 2013 peer-reviewed study in the American Journal of Public Health (AJPH) concluded that racial/ethnic disparities in health coverage are prevalent in American society. Despite the well-established correlation between health coverage and racial/ethnic inequities, our district has failed to provide health coverage for dependents for its own employees. This reality only reaffirms the corporate approach of the District that views the student as a customer, and faculty as nothing more than labor.

“A corporate approach provides only the illusion of diversity and ignores the meaningful role of resources.”

Between a global pandemic, civil unrest, and natural disasters, our faculty continues its work and pours its heart and soul into their classes, even when working for a district that fails to provide meaningful appreciation for our hard work and dedication. Such conditions will surely have an impact on faculty’s morale. However, as a union, our cause is righteous, we are resilient, and we have the facts on our side. And despite the recent delay of the Fact-Finding session until December, we are now positioned to continue organizing and finding creative ways to keep the pressure on the District to treat us as individuals, rather than labor. Our patience will pay off. Meaningful, on-schedule raises mean that our faculty will not feel the pressure of working a second job to pay the bills, and it will allow our faculty to spend more time with their families. On-schedule raises also mean that they will count towards our retirement. Health coverage for dependents will alleviate the out-of-pocket cost for parents and will put us on par with other community college districts that have been offering it to their employees for years. All of this is only possible through solidarity and flexing our union power to protect our faculty and improve their working conditions, especially the most vulnerable among us, because when they win, we all win.



Negotiations Update: Fact Finding Sessions December 17 & 18



UPDATE

United Faculty and the district will attend fact-finding sessions with the Public Employees Relationship Board (PERB) on December 17th and 18th—the next step in the impasse process.

During fact-finding, both parties present their best arguments about financial factors that could impact bargaining to a three-person panel. The panel is comprised of one appointee each from UF and the district and a neutral appointed by PERB. The neutral then issues a report that includes a non-binding recommendation for a settlement. The report is made public, and the parties continue to negotiate a settlement.

The United Faculty Negotiating Team formally declared impasse and submitted it to PERB on November 27, 2019. In December 2019, PERB assigned a mediator, and UF and the district resumed bargaining with the mediator in January 2020. Since an agreement was still not reached, UF and NOCCCD moved to fact-finding, which was delayed from Spring 2020 until December due to COVID-19 pandemic.

- For more information about the fact-finding process, check out this video by UF Lead Negotiator Mohammad M. Abdel Haq: [Fact-Finding Informational Sessions](#).
- To learn more about impasse, the UF website has many more detailed documents and resources that fully explain [The Impasse Process](#).
- The UF website also contains [UF Negotiations Updates](#) and other useful information concerning bargaining for your salary and benefits.

www.ufnorthorange.com

A one percent raise will not even buy you a Starbucks tall latte each morning before you go to work!

1%



United Faculty have not had a raise since 2017. We are the only community college district in California that does not have dependent medical benefits! How much have prices increased due to inflation since 2017? The cost of inflation over the past three years nationally has compounded to 6.5%. According to the Bureau of Labor Statistics, the consumer price index for both Los Angeles and Orange counties for the previous three years has compounded to 9.06%.

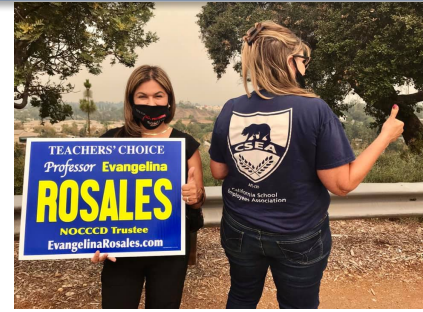
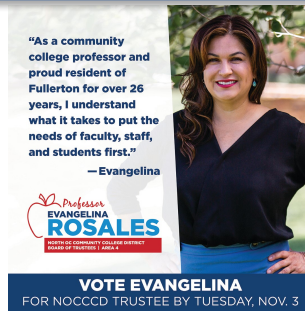
How much does a tall Starbucks Latte cost? A fulltime faculty member whose step is a B7 with a one percent increase to salary will gross an additional \$758.00 per year or \$63.00 per month. That's \$4.28 per day (based on 177 contract days) before taxes or \$3.21 per day after 25% federal and state taxes. **Remember, your monthly STRS contribution cuts even more from your take home pay. A latte at Starbucks in Orange County averages \$3.45 plus tax.**

Fulltime faculty deserve more than a stale cup of coffee. Cypress is rated as the #1 Community College in California and Fullerton College is rated #1 in students transferring to a four-year college.

This table reflects a one percent salary increase.

Class/Step	Total yearly amount received 1% raise	Monthly amount over 12 months	After Taxes 25% reduction fed/state
B7	\$758	\$ 63.00	\$568
B10	\$ 845	\$ 70.00	\$633
C7	\$787	\$ 65.00	\$590
D10	\$903	\$ 75.00	\$677
E10	\$933	\$ 77.00	\$699
F7	\$886	\$ 73.00	\$663

UF Endorses Candidates for the NOCCCD Board of Trustees: Evangelina Rosales and Keri Kropke



United Faculty is proud to endorse two outstanding candidates for the upcoming NOCCCD Board of Trustees elections: Evangelina Rosales, Area 4, and Keri Kropke, Area 7. Both equity-minded candidates are experienced educators, and they offer outstanding resumes of community service. Student focused and faculty friendly, Evangelina and Keri are the fresh voices we need to move our district forward.

Evangelina Rosales: Area 4 – Fullerton and La Habra

“As a community college professor, I fight for the needs of our students everyday in the classroom,” says Evangelina Rosales. “And I know firsthand that faculty and staff must be supported for a better North Orange County Community College District. “

A full-time professor in CTE and a union member at Golden West College, Evangelina understands firsthand the needs of students and faculty. She and her husband have made Fullerton their home for 26 years. All four of their children attend Fullerton schools, and two have graduated from Fullerton College. Evangelina herself graduated from Cypress College and participated in the Puente Program before earning her BA and MA. Also an active community volunteer, Evangelina volunteers as a legal translator for immigrants and for programs that support women escaping domestic abuse.

As a NOCCCD trustee, she will push for comparable salaries and dependent benefits as well as other employee- and student-friendly issues.

<https://www.evangelinarosales.com/>

<https://www.facebook.com/rosales4college>



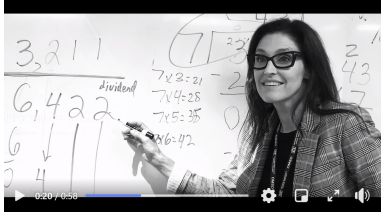
POLICY 1: SKILL DEVELOPMENT

AS YOUR TRUSTEE, I PLEDGE TO HELP STUDENTS DEVELOP AND REFINE THEIR SKILL SET TO MEET THEIR UNLIMITED POTENTIAL.



Keri Kropke- Candidate North OC Community College District, 7
August 29

Our students are facing unprecedented challenges ranging from tuition affordability and food insecurity. We need a trustee who will tackle these challenges head-on and reimagine what public education will look like tomorrow.



Keri Kropke: Area 7 – Yorba Linda, Brea, La Habra Heights

“Our community colleges are the backbone of our community and where students of every generation come home to learn,” says Keri Kropke. “The best way to invest in Orange County’s future is to ensure that every student has access to affordable, quality higher education.”

As an elementary classroom teacher, union member, and experienced school board member in the Brea Olinda School District, Keri has a solid track record of taking a stand for students and faculty. Keri, who holds a MA and MH and is also a certified speech pathologist, is also a parent with a son in public school. She understands firsthand the power of education and the need to provide opportunities for students from all backgrounds.

Keri takes action for equity. For example, she actively supports Black Lives Matter, and as a school board member, she was for years the lone voice and vote pushing to rename an elementary school bearing the name of an alleged KKK member.

As a NOCCCD trustee, Keri will be a refreshing voice for equity and take a vocal stand for faculty, staff and, most important, our students.

<https://kerikropke4collegedistrict.com/>

<https://www.facebook.com/KeriKropke2020/>

Our classified colleagues have also recognized the value of these pro-education candidates. Their union, CSEA, has joined United Faculty with enthusiastic endorsements of both Evangelina and Keri. Please encourage your friends and family to vote for Evangelina and Keri Nov. 3.

Together We Rise!

Key Unit Member (Full-time Faculty) Scheduling Rights and Policies

United Faculty has recently received many inquiries regarding and filed grievances on full-time faculty scheduling and overload rights. As faculty members prepare their schedules for Spring 2021, it is a good idea to familiarize yourselves with the contract. Here is a summary of the main sections of the contract that describe your rights:

1. Scheduling must be a collaborative and clearly communicated process, that allows faculty opportunity for participation in the decision-making process.

a. For Credit & Non-Credit:

- i. *“The Immediate Management Supervisor or designee shall collaborate with Unit Members through written communications or department meetings before and after decision making in determining the following: classes offered; scheduled times of offerings; number of sections within divisional allocation; assignments of Unit Members...”* (Articles 4.2.1, 4.2.2)
- ii. *“Any areas of contention between Unit Members shall be decided, upon due consideration, by the Dean. Faculty have a five (5) day period within which to review their individual schedule prior to the submission of such schedule to the next organizational level. During this five-day period, if requested by Faculty member, the Dean shall consult the faculty member concerning the schedule.”* (Articles 4.2.3, 4.2.4)

b. For Counselors:

- i. *“A good faith effort, in writing will first be made by the Immediate Management Supervisor to fulfill the assignment needs determined by management for the academic year by voluntary selection of duty days from a master calendar. Unit Members shall be allowed at least one (1) week to make selections, starting no later than April 1 of the preceding academic year.”* (Article 6.4.2)
- ii. *“...involuntary assignments may be made by the immediate Management Supervisor on a rotating seniority basis with low seniority counselors being given first involuntary assignments...The rotation list will remain in effect from year to year...”* (Article 6.4.3)
- iii. *“On a rotating seniority basis, fifty (50) percent of the counselors at each campus shall be guaranteed a period of six (6) consecutive weeks free of duty days. The remaining counselors shall be guaranteed a period of four (4) consecutive weeks free of duty days during each academic year...a Unit Member and the Immediate Management Supervisor may mutually agree to schedule where there are fewer weeks free of duty days or where the weeks free of duty days are not consecutive.”* (Article 6.4.4)

Continued on Page 14



Continued from page 13

- 2. Unit Members clearly have priority and primacy scheduling for both load and overload.**
 - a. *“Assignment of any class to a non-Unit member shall be subject to preemption to complete Unit Member’s regular contract workload” (Article 5.4.4, 6.6.1, 7.6.1)*
 - b. *“Unit Members shall be given first consideration for all overload assignments in their departments of areas” (Article 8.3.2)*
 - c. *“If a Unit Member is denied an overload assignment, the Immediate Management Supervisor will provide written rationale to the Unit Member before the Unit Member’s schedule is finalized” (Article 8.3.5)*
 - d. *“The maximum overload assignment for Unit Members is two (2) classes or ten (10) faculty units during any regular semester/term. Faculty may exceed the maximum with the approval of the Immediate Management Supervisor” (Article 8.2.1)*

- 3. Reasonable consideration shall be given to Unit Members in arranging their contract load in an attempt to avoid the following:**
 - a. *“more than three (3) preparations per semester; more than one (1) new preparation per semester, except for first year Unit Members or Unit Members assigned to another division; more than four and one-half (4.5) consecutive hours of lecture; more than six (6) consecutive laboratory or combined lecture/laboratory...” (Sections 5.4.3.1-4)*

- 4. Reassigned Time may be granted in lieu of a portion of regular contract workload.**
 - a. *“Any portion of the reassigned time that is required to be scheduled at specific times and/or locations will be specified in writing at the time the assignment is offered and shall be reflected on the Unit Member’s staff assignment sheet.” (Article 5.7.1)*
 - b. *“...any reassigned time granted by the District to the academic senates, shall not be required to be scheduled on the staff assignment sheets of the Unit Members receiving such reassigned time.” (Article 5.7.3)*

UF MEMBERSHIP OFFERS MANY BENEFITS



NEA/CTA Educators Employment Liability (EEL)



Every CTA member receives coverage for legal defense costs in lawsuits arising out of his or her educational employment activities. The Educators Employment Liability (EEL) Insurance policy provides the following benefits: Up to \$1,000,000 coverage for legal defense costs in civil suits (except civil rights cases) arising out of educational employment activities and up to \$35,000 reimbursement of attorney fees and costs to defend employment-related criminal proceedings.

No-cost NEA life insurance. You have it.



But who will receive your benefit?

United Faculty (UF) members enjoy many membership benefits. Besides grievance and legal representation, UF members also vote on union representatives as well as negotiated salary, benefits, and working conditions. UF members also have access to many benefits provided by our statewide and national affiliates: the California Teachers Association (CTA) and the National Education Association (NEA).

FREE BENEFITS

NEA/CTA Educators Employment Liability (EEL)

Every CTA member receives coverage for legal defense costs in lawsuits arising out of his/her/their educational employment activities. The Educators Employment Liability (EEL) Insurance policy provides the following benefits: Up to \$1,000,000 coverage for legal defense costs in civil suits (except civil rights cases) arising out of educational employment activities and up to \$35,000 reimbursement of attorney fees and costs to defend employment-related criminal proceedings.

NEA Complimentary Life Insurance

The following coverage is provided at no cost to eligible NEA members:

- Up to \$1,000 group term life insurance
- Up to \$5,000 accidental death and dismemberment insurance
- \$50,000 accidental death & dismemberment insurance for any covered accident that occurs while on the job or serving as an Association leader
- \$150,000 life insurance for unlawful homicide while on the job

To activate this free insurance policy, register a beneficiary at <https://www.neamb.com/>

Continued on page 16

Continued from Page 15

The CTA Death and Dismemberment (D&D) Plan

This benefit is available to eligible CTA members at no additional cost:

- A Death Benefit of up to \$2,000
- An Accidental Death and Accidental Dismemberment Benefit of up to \$10,000
- A \$50,000 Benefit if the member dies or suffers a dismemberment due to an accident or assault while engaged in any activity which was in the expressed or implied terms of his or her occupation, or while acting in the capacity of an Association Leader
- A life insurance benefit that increases with each year of continuous CTA membership, until the maximum benefit is reached after ten (10) years

To activate this free insurance policy, register a beneficiary at

<https://www.ctamemberbenefits.org/>

CTA Introductory Disability Insurance for Newly Hired Educators

Newly hired educators may have very little accrued sick time, so CTA now provides newly hired educators with 9 months of CTA Introductory Disability insurance from The Standard, at no cost, when you join CTA for the first time within 90 days of your first day of work. When you meet the eligibility requirements, you will be automatically enrolled in the CTA Introductory Disability insurance plan. You will also have the opportunity to convert your CTA Introductory Disability insurance plan to the CTA-endorsed Voluntary Disability insurance plan without having to answer health questions, as long as you do so before the CTA Introductory Disability insurance period ends.

DISCOUNTED BENEFITS

CTA-endorsed Disability Insurance from The Standard

Disability Insurance pays a benefit when you cannot work because of covered illness, injury, pregnancy or childbirth. Benefits can help with the everyday bills, such as the mortgage or rent, that continue even when you can't work — expenses that health insurance won't cover.

Why You Need It

NOCCCCD does not provide Disability Insurance to employee, and UF/CTA/NEA members are not eligible for California's state [disability](#) insurance plan. This means you may be left with only sick leave to protect you if you are unable to work due to [disability](#). The CTA-endorsed Disability plans were specially designed to cover the gaps in coverage that many educators face.

Continued on Page 17

CALIFORNIA TEACHERS ASSOCIATION
MEMBER BENEFITS

LEARN MORE ABOUT YOUR MEMBER BENEFITS AT
CTAMEMBERBENEFITS.ORG

SAVE MONEY while traveling, dining out, purchasing apparel, or buying school supplies, at over 350,000 discounts nationwide through the Access to Savings Program.
CTAMemberBenefits.org/access

access
Disneyland

AUTO and HOME/RENTERS INSURANCE
Provided by California Casualty
Preferred Rates, Educator Benefits, Exceptional Service, Generous Discounts
For your quick quote, visit
CTAMemberBenefits.org/calcas

California Casualty

DISASTER RELIEF FUND
We want you to have a LONG AND HAPPY RETIREMENT
CTA-endorsed 403(b) Retirement Savings Plan:
Low fees and fiduciary standards
650.552.5200
CTAMemberBenefits.org/rsp

HEALTH INSURANCE PAYS THE DOCTOR. DISABILITY INSURANCE PAYS YOU.
Protect Your Loved Ones and Income With Life & Disability Insurance From The Standard
CTAMemberBenefits.org/standard

CTA MEMBER BENEFITS
1703 Marchman Drive
Burlingame, CA 94010
(415) 552-2200
CTAMemberBenefits.org
member_benefits@cta.org

CTA
Member
Benefits

NEA MEMBER BENEFITS
900 Clapper Road, Suite 300
Gettysburg, MD 20878-1356
(800) 637-4634
neamb.com
ask_us@neamb.com

Get a closer look at **NEA Member Benefits.**

FINANCE INSURANCE DISCOUNTS TRAVEL PROFESSIONAL

Other Discounted Offers

- **INSURANCE:** Discounts on life, long-term care, auto, and home
- **TRAVEL:** Hotel, care rental, theme parks, and movie discounts
- **SHOPPING:** Magazines, appliances, and other retail discounts
- **FINANCIAL:** Credit card, credit union, retirement plans

To find out about these and the many other benefits of United Faculty membership, visit the CTA and NEA membership benefits websites:

- <https://www.ctamemberbenefits.org/>
- <https://www.neamb.com/>

To become a United Faculty member, download a membership form at the United Faculty website and email it to the UF Membership Chair, Jennifer Oo:

- <http://ufnorthorange.com/membership.html>
- membershipuf@gmail.com

CTA

UNITED FACULTY
together we rise

#REDforED

Officers

President: Christie Diep

Vice President: Gloria Badal

Treasurer: Queen Peterson

Secretary: Billy Pashaie

Site Reps

Cypress: Robert Grantham & Brandy Young

Fullerton: Archie Delshad & Vacant

NOCE: Janet Cagley

Representative Council

Cypress

Business/CIS, CTE: Jeremy Peters

Counseling, Fine Arts: Dana Bedard

Health Sciences, PE: Kendra Velasco

Language Arts, Library: Linda Borla

SEM: Eunju Lee

Social Sciences: Steven Estrada

Fullerton

Business, CIS, PE: Tim Byrnes

Counseling: Juan P. Gonzales

Fine Arts: Phil Dimitriadis

Humanities, Library: Katie King

Humanities, Library: Lugene Rosen

Math, Computer Science: Nick Huerta

Natural Sciences: Jake Sapiro

Social Sciences: Naji Dahi

Tech, Engineering: Charlotte Jimmons

NOCE

Cathee Mang

CTA Staff

Region 3, Robin Devitt-Mitchell

Negotiations Team

Mohammad Abdel Haq, Lead Negotiator

Steven Estrada, Team member

Nicole Ledesma, Team member

Jeremy Peters, Team member

Liz Putman, Team member

Grievance Representatives

Cypress: Linda Borla

Fullerton & NOCE: Kevin Sampson



Follow us on Facebook @ufnorthorange

<https://www.facebook.com/ufnorthorange/>

Looking for information about the contract, meeting agendas, or the minutes? Go to our website <http://ufnorthorange.com/index.html>