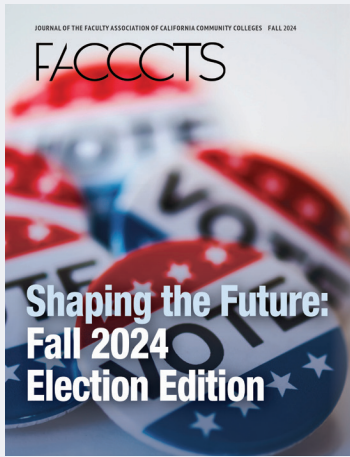


JOURNAL OF THE FACULTY ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGES FALL 2024

FACCOCTS

**Shaping the Future:
Fall 2024
Election Edition**



1823 11th Street
 Sacramento, CA 95811
 TEL 916.447.8555 | FAX 916.447.0726
 info@facc.org

FACCCCTS, Fall 2024, published by the Faculty Association of California Community Colleges, 1823 11th Street, Sacramento, CA 95811. POSTMASTER: Send address changes to FACCC, 1823 11th Street, Sacramento, CA 95811. Copyright 2024 by the Faculty Association of California Community Colleges and the Faculty Association of California Community Colleges Education Institute. All rights reserved.

FACCC is a nonprofit professional association that advocates for all California Community College faculty, and its sister corporation, FACCC Education Institute, offers information and professional development for faculty. FACCCCTS is typically published twice during the academic year, offering information, analysis, and provocative viewpoints on politics, philosophy, and education. FACCCCTS' primary purpose is to provide a forum for faculty and the California Community College community. Opinions expressed are those of the authors and do not necessarily represent those of FACCC, FACCC Education Institute, their boards, general membership, or staff. FACCCCTS publishes letters to the editor, commentaries, and other contributions on a space-available basis. FACCCCTS reserves the right to edit all text according to the American Psychological Association style and as deemed necessary. For a copy of the writers' guidelines, please call 916.447.8555 or email info@facc.org. FACCCCTS is printed in California. Unless otherwise indicated, artwork for this publication is purchased through stock photography companies or shot by staff. For details and questions, contact Editor Ashley Hamilton at 916.447.8555 or email ahamilton@facc.org.



GENERAL INQUIRIES

EMAIL: info@facc.org

MISSION

To inform, educate, empower, and advocate for faculty in service to students and the communities of California.

VISION

An educational environment that is equitable, accessible, and appropriately funded led by a diverse and empowered faculty.

Every faculty a member, every member an advocate, every advocate informed.

EDUCATION INSTITUTE MISSION

The policy institute that enhances teaching and learning through research, communication, and professional development opportunities for community college faculty.

VALUES

We value the expertise, experience, and professionalism of all faculty, full-time and part-time, as the primary force for advancing the mission of California Community Colleges.

We value students and the significance of the student-faculty relationship and the opportunity to foster mutual growth and success.

We value diverse voices, perspectives, and cultures of both students and faculty in the quest for social justice and equity.

We value community colleges as a driving force for economic growth, social cohesion, and opportunities for personal advancement for all Californians.

We value collegiality and a working environment that recognizes the importance of all organizational and personal voices in serving students.

We value the growth and development of all faculty members as professionals in service of their communities, their institutions, and their students.

FOR THE RECORD

It is FACCCCTS' policy to correct errors promptly. Please notify Content Director Ashley Hamilton of any errors at ahamilton@facc.org

FACCC STAFF

Philip Hu
 Executive Director
philhu@facc.org

Lidia Stoian
 Director of Program and Development
lstoian@facc.org

Ashley Hamilton
 Content Director
ahamilton@facc.org

Anna Mathews
 Government Relations Director
amathews@facc.org

Soni Huynh
 Operations Coordinator
shuynh@facc.org

Dolores Davison
 Northern California Ambassador
ddavison@facc.org

Emily Haraldson
 Southern California Ambassador
eharaldson@facc.org

Logan Fisher
 FACCC PAC Student Coordinator
lfisher@facc.org

Jacob Roe
 FACCC PAC Student Coordinator
jroe@facc.org

FACCCCTS

Editor
 Ashley Hamilton
ahamilton@facc.org

COMMUNICATIONS COMMITTEE

Ryan Tripp, Los Medanos College - Chair
 Amy Leonard, De Anza College
 Dave Balch, Rio Hondo College
 John Fox, Foothill College

BOARD OF GOVERNORS

EXECUTIVE OFFICERS

PRESIDENT
Wendy Brill-Wynkoop
 College of the Canyons

PRESIDENT-ELECT
Oranit Limmaneeprasert
 American River College

VICE PRESIDENT
Sarah Thompson
 Las Positas College

TREASURER
Mario Martinez
 Santa Monica College

SECRETARY
Jason Mayfield
 Diablo Valley College

PART-TIME FACULTY OFFICER
Linda Sneed
 Cosumnes River College

GOVERNORS

Laura Alarcón
 Chabot College
Andrew Aleman
 College of the Desert

Cornelia Alsheimer-Barthel
 Santa Barbara City College

Leslie Banta
 Mendocino College

Ruby Christian-Brougham
 Los Angeles Valley College

Joshua Christ
 Mt. San Antonio College

Chris Cofer
 Los Angeles Mission College

Katia Fuchs
 City College of San Francisco

John Govsky
 Cabrillo College

Michelle Haggerty
 College of the Redwoods

Richard Mahon
 Allan Hancock College

Siobhan McGregor
 Santa Rosa Jr. College

Desiree Montenegro
 Cerritos College

James Nguyen
 De Anza College

Michael Peterson
 Las Positas College

Emily Schmidt
 Santa Rosa Jr. College

Jacob Traugott
 Sacramento City College

Ian Walton
 Mission College

Andrew Walzer
 Los Angeles City College

FACCCCTS

FALL 2024

FEATURES

4 One Size Fails All: Unmasking AB 1705

By Anna Mathews, FACCC Government Relations Director

8 The One-Tier Concept for Student Success and Faculty Equality

By Cynthia Mahabir, Laney College

12 A Unified Faculty Model: The Remedy for Decades of Failed Education "Reform" in the California Community Colleges

By Dr. Debbie Klein, Gavilan College

16 2024 FACCC PAC Endorsements in Swing Districts

By Natalina Teixeira Monteiro, FACCC Political Action Committee, and Ryan Tripp, FACCC Communications Committee

20 Great Teachers Seminars

22 March in March



One Size Fails All: Unmasking AB 1705

by Anna Mathews, FACCC Government Relations Director



AB 1705 (Irwin) effectively removed stand alone remedial courses from community college course catalogs across the state, with supporters positing that the policy would close equity gaps for marginalized students.

As colleges were diligently implementing AB 705 to simplify the remedial education process, various stakeholders in higher education—including legislators, advocates, administrators, some faculty, and even students—embraced an appealing narrative that would eventually become AB 1705. What they thought was a solution for inequity would prove to significantly disrupt higher education as we know it. Collectively buying into this illusion of grandeur has had devastating consequences on community college students across California. AB 1705 represents a troubling trend in educational reform driven by corporate-backed interests and unsubstantiated metrics of success—a pattern that we must wholeheartedly reject. In his well-renowned military treatise *The Art of War*, Sun Tzu states “If you know the enemy and know yourself, you need not fear the result of a hundred battles. If you know yourself but not the enemy, for every victory gained you will also suffer a defeat. If you know neither the enemy nor yourself, you will succumb in every battle.” In order for us to effectively combat the reform movement that spearheaded AB 1705, we must know who was behind it, why they succeeded, find the weaknesses in their arguments, and take action.

The History: AB 705

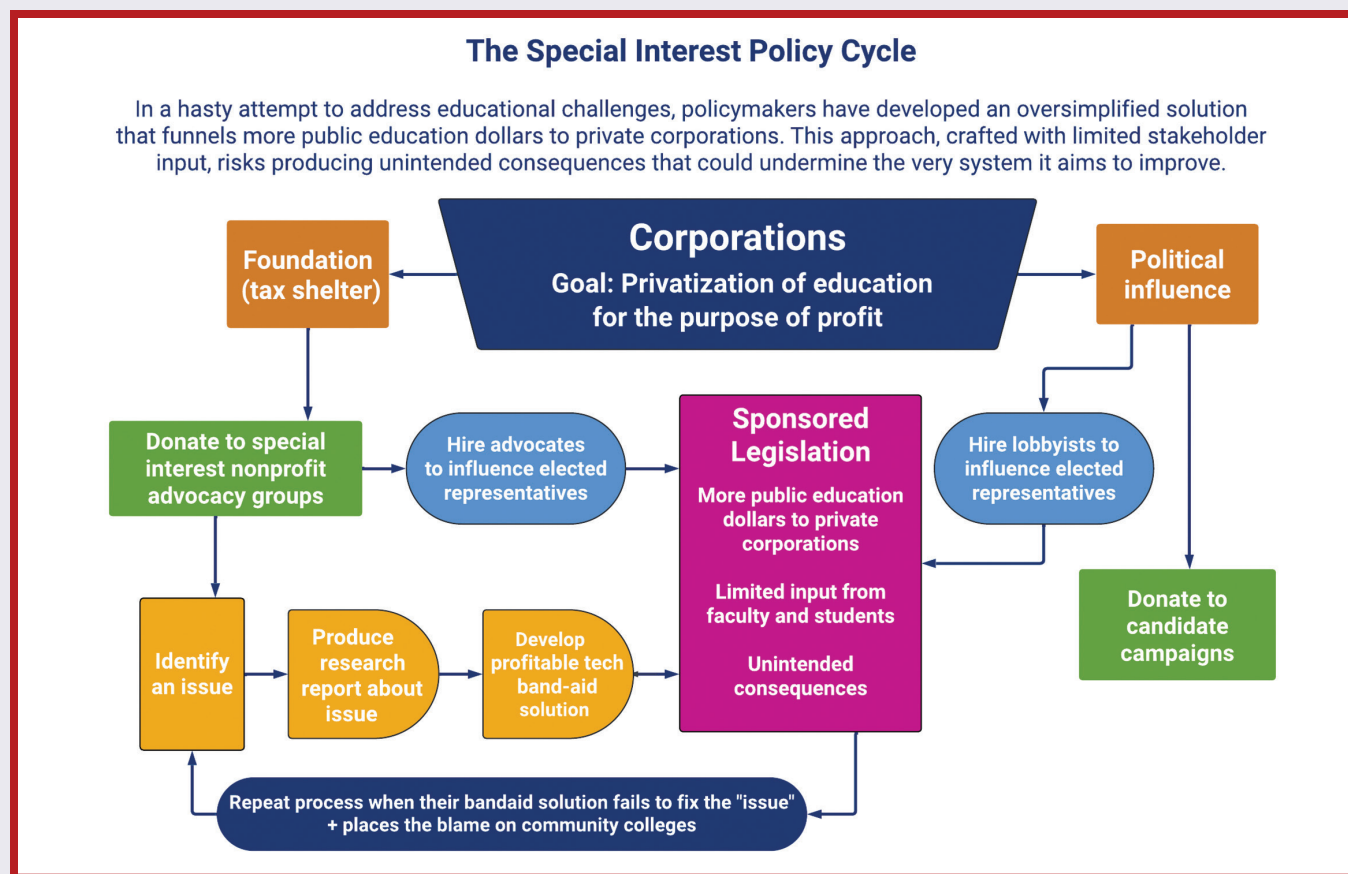
AB 705 (Irwin) redesigned pre-transfer education to “maximize the probability” that students would pass transfer-level math or English in their first year at community college. The bill addressed pre-transfer pathways that were unnecessarily long for students without creating a mandate. FACCC was neutral on the bill, but acknowledged the benefits that this redesign would bring to our system.

After AB 705 was signed, Title 5 § 55522 language was drafted regarding the implementation of the bill within the California Community College system. The regulations’ overly prescriptive language was both stronger and narrower than what was written in the bill itself. It exhorted colleges to decrease or remove offerings of pre-transfer stand alone courses, reducing the availability of classes in lower levels of math and English as a means of expediting students’ passage of transfer-level courses. Even though most colleges complied with the regulations, special interest groups brought the issue back to the Legislature, requesting a bill that would effectively ax stand alone remedial courses at the California Community Colleges. The result was AB 1705.

Educational Philanthrocapitalism and the Push For Completion

One might wonder where the push for students to complete transfer-level courses as fast as possible came from. It originates from a neoliberal movement to apply corporate principles of efficiency to education, as opposed to perceiving education as a public good that is critical to both self-actualization and the development of our societies. From their inception in the early 1900s, the primary goal of community colleges has been to increase educational access for the wellbeing of democracy, and build a more educated citizenry. In recent years, the inherent goodness of education in any form has been reduced to measurable outcomes and oddly specific metrics of “student success.” The effectiveness of education is (rightly) too abstract to quantify, so this movement has described two priorities that are easily measurable, and exalted them above all else that community colleges have to offer: (1) transfer as the only metric of student success, and (2) two-year completion at community colleges to maximize time and financial efficiency.

>> continued on page 6



A diagram of the way in which corporate-backed special interest groups have taken over higher education policy.

Many pieces of research have been published that disparage the community colleges, asserting that they are doing a poor job at educating students because they fail to meet arbitrary metrics of “success.” They frame enrollment drops in community colleges and less-than-attractive transfer and completion rates as the fault of educators instead of the result of policies, which have been largely pushed by nonprofit special interest groups (which I will refer to as “educational philanthrocapitalists”). In fact, the same philanthrocapitalists produce the “research” that disparages community colleges, setting the stage for them to utilize corporate-funded lobbyists to push policies suggested by their very own research. This is a part of the neoliberal playbook which has pervaded the community college sphere. As articulated by Robin Isserles in her book *The Cost Of Completion*:

“Another important aspect of the neoliberal ideology is when philanthropic generosity is encouraged to fix what is assumed the state cannot. In fact, those who have prospered in the marketplace use their philanthropy to justify and reproduce an economic system that is deeply

unequal. These philanthropists use their privileges to maintain their wealth and give what they want, on their own terms, which benefits a small fraction of what more systemic changes in our tax and income policies could.”

But things have gone further than philanthropic generosity: a whole system has been created in which private entities, funded by corporate dollars under the guise of philanthropy, shape educational policy by controlling every part of the process. As Isserles states, these entities are contributing far more than just donations: “there is a whole set of edu-philanthropists who are funding the research, the implementation, and even the evaluation of completion-driven initiatives in community colleges throughout the country.” There are many such groups engaging in these practices, so the public perception is that they are not related, but the reality is that they are a well-oiled machine that has effectively monopolized the narrative in the higher education sphere. And because they constitute nonprofits, people believe that all the work they engage in is for the betterment of the most marginalized students, particularly since they claim that equity is the foundation of their work.

How AB 1705 Was Rationalized

When these same nonprofit special interest groups pushed AB 1705 in 2021, they received immense support for their excessively restrictive policy. One might wonder how they accomplished it: they rationalized a ridiculous ban of foundational basic skills classes by wrapping their message in a bow of equity. Their line of reasoning? Students of color (particularly Black and Latinx students) are disproportionately placed in pre-transfer classes, and students who take pre-transfer classes are less likely to graduate college with a degree, therefore, students of color are less likely to graduate college with a degree.

It’s a logic argument called a hypothetical syllogism:

If A, then B.

If B, then C.

Therefore, if A, then C.

If students are people of color, then they are more likely to be placed in pre-transfer classes.

If students are more likely to be placed in pre-transfer classes, they are less likely to graduate with a degree.

Therefore, if students are people of color, they are less likely to graduate with a degree.

The culprit? Pre-transfer classes. As articulated by the Campaign for College Opportunity, “Black and Latinx students were overrepresented in remedial courses, meaning that many Black and Latinx students were derailed from their goals of fulfilling transfer requirements and completing a degree.” However, hypothetical syllogisms fail to consider factors outside their premises. This logic is an example of defeasible reasoning, or reasoning that is rationally reasonable but not deductively valid because it fails to account for other circumstances or possibilities. In other words, the argument’s conclusion (that students of color are less likely to graduate with degrees as a result of remedial classes) has profound equity implications that stretch far beyond the initial premise of the conditions. The reasoning is non-demonstrative, and confuses correlation with causation—placing the blame for education inequity on pre-transfer classes instead of considering why students of color were being placed in these classes in the first place.

The Campaign for College Opportunity boasts of

“unapologetically advancing college access and success for all students”. But this advancement comes at a cost. Yes, AB 1705 increased student access to transfer-level math and English classes, but it decreased access to classes that meet students where they are at. By significantly reducing student access to stand alone pre-transfer classes, the most marginalized students who lack a strong educational foundation are stripped from accessing classes at their skill levels. While pre-transfer courses can technically be offered to students deemed ‘highly likely to fail’ transfer-level courses, this provision is essentially pointless: too few students qualify for this exception, making it impractical for campuses to actually offer these classes. Corequisite classes, which combine basic skills instruction with transfer-level content, have been suggested to address the void left by the lack of pre-transfer courses. However, this solution has proven inadequate. Corequisite classes often contain an overwhelming amount of material, making it challenging for both professors to teach and students to comprehend. The corequisite model demands a significant investment of time and energy—a luxury that many students simply cannot afford, and fails to meet the unique needs of community college students in a way comparable to pre-transfer classes.

Moreover, many students who require additional academic support have competing priorities—one of the reasons they were often placed in pre-transfer courses prior to AB 1705. Lots of community college students juggle multiple responsibilities, including caregiving for family members and working several jobs, which can put their education on the back burner. Many students’ socioeconomic challenges make completing their studies within the arbitrary two-year timeframe—a core “metric for success”—nearly impossible. Instead of labeling these students as failures for not meeting unrealistic expectations, we need to shape our educational system to accommodate their complex lives and diverse needs. We should be tailoring education to students’ realities rather than expecting them to conform to an inaccessible and narrow model.

In order to address this issue, the California Community Colleges must stop perceiving basic skills courses as superfluous or of a lower caliber than transfer-level courses. A champion of AB 1705 recently likened taking

>> continued on page 22

The One-Tier Concept for Advancing Student Success and Achieving Faculty Equality

By Cynthia Mahabir, Laney College

The Problem

There's a fundamental weakness in our California Community College system that impairs student success. Fortunately, there's also a prospective solution. At the core of these harms is student success.

The problem is the two-tier division of faculty in the California Community Colleges. It harms students, the faculty, the public, and the prosperity of the state. Student success and faculty equality are intertwined in a symbiotic sense. Ongoing reform efforts by the State Chancellor's Office and legislators, however, are almost exclusively focused on students. Extending these reforms to eliminate the two-tier faculty structure would significantly advance the legislative goal of student success by providing students with consistent access to—and assistance from—all of their instructors.

California's 116 community colleges fulfill a critical function in generating the state's economic prosperity and enabling social mobility for its residents. For decades, the colleges have provided access to affordable, top-notch higher education and career technical training for the country's largest and most diverse student population. Beneficiaries of our community colleges include state legislators, judges, civic leaders, nurses and other medical technicians, police officers, and firefighters—the full span of professionals.

What makes the benefits for students and the state possible is the unequal two-tier faculty structure in our community colleges, and the resulting exploitation of the majority of community college instructors. Despite their decades of teaching experience, about 70% of community college faculty members are classified as “temporary,” at-will employees. They receive lower compensation, no job security, and minimal (if any) benefits in contrast to their full-time counterparts. Further, their work hours are often capped at 67% of full-time equivalency, forcing many lower-tier instructors to teach at multiple community colleges to earn a livable wage.

Consequently, community college students have limited access to these equally qualified instructors and counselors, hindering their academic success. Both students and second-tier faculty deserve better.

The Benefits of a One-Tier Faculty for Students

The Importance Of Student-Faculty Interaction

A California community college student's mother, happy that her daughter was transferring to a university of her choice, wrote in an opinion essay (San Francisco Chronicle, May 6, 2024): “[O]ur daughter had classes as small as 20 students taught by a professor. Her peers in the UC system had the same class, with over 100 students, taught by a teaching assistant. Sophia's teachers were available during office hours, and her community college counselor was amazing. She met with her counselor multiple times each year to make sure the courses she signed up for were transferable to the four-year colleges she hoped to attend.”

College student DuShane noted in a student opinion study, “I'm not just another student on [my professor's] class roster; I feel humanized as a student.” He explained that he felt “seen” by the professor who had shared with the class her history as a first-generation college student, adding, “I want to applaud every student here who's BIPOC, queer, first gen. I am here for you as a resource, or if you just want to chat or talk about the course material” (Ezarik, 2022).

The interactions of faculty with these two students correspond with the consensus among several researchers—that consistent student-faculty engagement, both within and outside of the classroom in sustained intellectual and career mentorship, is a sound predictor of student and institutional success (Cox et al., 2010; Hagler, 2023; Kezar and Maxey, 2014; Kuh et al., 2006; Micari and Pazos, 2012; Ott et al., 2019; Sparks, 2019). The availability of professors enables students to get to know them as guides, to feel comfortable in asking for individual academic support,

and for professors to provide useful feedback as they come to understand students' strengths and weaknesses.

Analysts at the Review of Educational Research examined data from 46 studies and found that strong teacher-student relationships strengthened almost all the measurable aspects of student academic success, reflected in both short- and long-term improvements. These relationships led to more student academic engagement, increased class attendance, better grades, fewer disruptive behaviors and suspensions, and lower school dropout rates. These effects remained strong even after the researchers controlled for differences in students' individual, family, and school backgrounds (Sparks, 2019).

Furthermore, Hagler (2023) concluded from his study that closeness, frequency of contact, the degree of college-related support extended to students, and presence of mentors with high educational attainment provided the most support for students with college-related issues, even with relatively infrequent contact. He also found that in making the transition to higher education, first-generation college students in his study received more active mentoring from adults with educational capital. These findings reflect the needs of our ethnically, racially, and economically diverse and large first-generation student population, and underscore the significance of creating a one-tier system conducive to student-faculty engagement.



>> continued on page 10

Academic freedom enables students to engage in intellectual debate and critical thinking without fear of censorship or retaliation.

Critical Thinking and Academic Freedom

Critical thinking is widely accepted as an essential skill for student learning and social development as citizens. Academic freedom enables students to engage in intellectual debate and critical thinking without fear of censorship or retaliation. Instructors initiate and moderate such debates in the classroom to enhance students' critical thinking. This encouragement to articulate their ideas can boost their ability to advance academically, professionally, and civically in our messy, complicated world. However, second-tier instructors are typically denied full academic freedom as untenured instructors. They lack the job security necessary to guarantee protection from reducing the opportunities for students to inquire into—and explore—unpopular ideas with all of their instructors.

Faculty

Second-Tier, Part-Time Faculty

The headline of a student-written article at DeAnza College read, “Part-time faculty treated as second-class citizens. Fewer resources make it more difficult for part-timers to serve students” (Salam, March 24, 2024). It captures the core of the two-tier story.

California State Auditor Grant Parks highlighted several important facts about the differences between full-time and part-time faculty positions in a 2023 report (State Auditor, 2023).

- Instructors are hired as either “full-time” or “part-time” employees. However, these employment statuses are not exclusively determined by teaching hours.
- Part-time instructors are classified as “temporary” employees and receive fewer employee benefits despite long durations of employment. In 2021, the Chancellor’s Office estimated that the average cost for compensating and providing benefits to a full-time faculty member was around \$131,000. In contrast, the average cost for a part-time faculty member teaching a full load of 15 credits, who typically would not receive benefits, was approximately \$45,000—a staggering \$86,000 difference.
- Full-time faculty members are hired with the expectation that they will gain tenure and permanent employment within about four years.

- Employing part-time faculty gives college administrators more flexibility to adapt to changing educational demands in specific fields, but creates significant impediments for part-time faculty, reducing their ability to offer the support their students need.

The state auditor also noted: “Part-time faculty members have less support from the college than full-time faculty members and are given fewer responsibilities. For example, part-time faculty members are not required to hold office hours or make themselves available to students outside class time. Many part-time faculty members teach at multiple colleges during the same academic period and thus are less likely to be involved in the activities of a single campus.”

The state auditor cited several conditions that impede the ability of part-time faculty to adequately support students academically:

- Compared to full-time faculty members, part-time instructors may not know their instructional assignments until shortly before the term begins, which may limit their time to prepare course materials.
- Part-time instructors are less able to dedicate the same amount of time to advising students as full-time faculty.
- Part-time instructors are less likely to have a designated office space, making it more difficult to meet with students outside of class.
- Students who take an introductory course taught by a part-time instructor are less likely to sign up for a second course in the same field.
- Part-time instructors are less likely than full-time counterparts to use high-impact educational practices that are likely to engage students, such as referrals to tutoring services (Center for Community College Student Engagement, 2014).

Faculty working conditions are student learning conditions. These disparities, created by the two-tier system, constitute a disadvantage to students.

Full-Time Faculty

Full-time tenured and tenure-track faculty members who occupy the first tier of the faculty structure, as noted in the State Auditor’s Report, are granted job security as permanent employees, proportionately high levels of compensation and benefits in comparison to their “temporary” second-tier counterparts, and, as academic tenure-track instructors, bear a disproportionately high burden in shared governance duties. They are also denied the opportunity to reduce this burden by including the shared governance skills and ideas that part-time counterparts can contribute to enrich a college’s educational environment.

The Inequality

Ethical Considerations

Both full-time and part-time faculty members typically have master’s degrees. However, while full-time instructors are paid for 40-hour weeks that include work outside the courses they teach, part-time instructors are “compensated almost exclusively for the hours they are in the classroom,” noted Wendy Brill-Wynkoop, president of the Faculty Association of California Community Colleges (Peele, 2021). The damaging consequences of the inequality for part-time faculty are financial, professional, emotional, and moral (Curtis et al., 2016).

The Solution

Seventy percent of California community college faculty members are bottom-tier, at-will, “temporary” employees who collectively teach most of the courses. They frequently flit among two or more colleges to earn enough to live, while lacking the time and resources they need to guide students on each campus to the best of their abilities. A brave new approach is required to end the inequality in the faculty structure, one that will vastly improve our colleges’ teaching and learning conditions (Hoeller, 2014). The Vancouver Community College (VCC) Faculty System in British Columbia, Canada, offers an example of a framework with a series of tested guidelines to consider for inclusion in a California Community Colleges one-tier faculty structure.

From their first day of employment, VCC’s faculty members benefit from these key one-tier provisions:

- One faculty job classification
- One pay scale
- Pro-rata workload with scheduling by seniority
- Fair step placement
- Absolute pay equality for part-time faculty, fully pro-rata
- One hiring process per career, with detailed and grievable evaluation procedures
- One academic freedom provision for all
- Harassment and human rights protection
- All union rights and membership rights
- Accrual of right of first refusal (ROFR) after 120 cumulative days
- Seniority with the first contract, with a mandatory contract after three days
- Accrual of pension vesting, mandatory after earning more than \$34,000
- Status and seniority maintenance during maternity or paternity leave
- Automatic incorporation of individual faculty members into “regular” status, ensuring job security and seniority (Cosco, 2024)

This model measures student success by tracking post-college employment rates, which stand at 90%, and student satisfaction with their education, which stands at 93% (Colleges and Institutes Canada, n.d.).

How to Get There

“Program for Change” by Jack Longmate and Frank Cosco (2016) is a broad prospectus with critical, theoretical and practical ideas to improve the academic work lives of part-time and contingent faculty, higher education as a whole, the success of students, and our future as a society. Longmate and Cosco state: “The Program for Change is not meant for employers or those who would resist change; it is meant to provide ideas to all those working to reform the academic workplace into one that truly embodies the values of equity, justice, and commitment to providing the highest possible quality of education to all students.”

Longmate and Cosco suggest a strategy they call regularization to implement the reforms. This approach involves elevating the lower-tier faculty’s rights, salary, and job security to a level of normal equity. The authors distinguish this method from the commonly proposed conversions of a limited number of contingent positions into new tenure-track roles, which they argue neglects the majority of faculty by leaving their working conditions unaltered. Instead, their strategy of regularization aims to create a path for educators to have fulfilling careers without necessarily obtaining tenure. Longmate and Cosco envision this process occurring in stages, with either no additional costs or only minor, one-time expenses spread over time.

Longmate and Cosco emphasize that the “Program for Change” is not a prescriptive document but a broad, detailed prospectus based on their vision of achieving an equitable workplace. The Vancouver Community College System reflects this vision (Longmate & Cosco, 2016).

Conclusion

The one-tier faculty system we envision for the California Community Colleges will create a fair and equitable educational environment for students and faculty. It will strengthen teaching and learning conditions, restore respect and professionalism to the faculty as a whole, and enable our student population—in all its diversity—to thrive, while establishing a precedent for other community college systems throughout the country to adopt. ■

A Unified Faculty Model

The Remedy for Decades of Failed Education “Reform” in the California Community Colleges¹

By Dr. Debbie Klein,
Gavilan College

The California Community Colleges (CCC) system plays a pivotal role as an engine for economic and social mobility in California and as a driver for the fifth largest economy in the world. The system’s 116 colleges provide high-quality, accessible, and affordable higher education for the largest and most diverse student population in the United States. In the past two decades, the CCC system has undergone significant “reform,”¹ narrowing students’ educational opportunities and shrinking the student body by over one million students.² During this period, the CCC system’s student outcomes have declined, stagnated, or only slightly improved despite decades of “reform” efforts.³ Furthermore, the system has not successfully met its transfer, employment, or equity goals over the past five years.⁴ After decades of narrowing the student experience, defunding instructional programs and curriculum, and deprofessionalizing the faculty, the CCC system “reform” has failed the California public.

It is time for the California Community Colleges to address the hypocrisy at the heart of its institutions: decades of disinvestment from the faculty and thus, students. Transitioning from a two-tiered to a nontiered—unified faculty—model will better serve the students, colleges, and state of California. The concept

of a unified faculty emphasizes the elimination of the two employment tiers—part- and full-time faculty⁵—to create a nontiered structure. This model is based on faculty and collegewide unity as opposed to the current structure that has produced a divided faculty, inequitable service to students, and stagnant or diminishing student outcomes. Presently, the K–12 system and Vancouver Model are structured around a unified, nontiered faculty model. See Appendix A for a brief history of the two-tiered model and Appendix B for a discussion of the Vancouver model.

The over-reliance on an under-supported part-time faculty in the community colleges dates back to the 1970s during the era of neoliberal reform and the beginning of the corporatization of higher education in the United States. Research shows that the systemic over-reliance on part-time faculty correlates closely with declining rates of student success. Furthermore, when faculty are equitably compensated (as full-time faculty in the current model) and thus able to provide high-quality student-faculty engagement in and out of the classroom, students succeed at significantly higher rates (Astin, 1999; Burgess & Samuels, 2010; Ernst, 1997, 2002; Fain, 2014; Fichtenbaum, 2013; Fischer, 2005; Freeland, 1998; Gilbert, 2019; Heath et al., 2022; Jacoby, 2006; Pascarella & Terenzini, 1980; Pilati, 2006; Terenzini et al., 1982; Tinto, 1987, 1989).

- ¹ “Reform” appears in quotations due to the fact that reform is often a misnomer when applied to higher education (Ravitch, 2020). Since the 1970s, neoliberal policies of deregulation, privatization, and defunding have not reformed but rather, have disrupted and disinvested from public education. (Isserles, 2021; MacLean, 2017; Mettler, 2014; Ravitch, 2020; Rein et al., 2021).
- ² Since 2008, California’s population has increased by 2.5 million people. In this context, the CCC system’s student body should have increased. According to the system’s record of annual student headcount, the headcount for the system was 2,772,141 in the 2007–2008 academic year and 1,833,568 in the 2021–2022 academic year. See the California Community Colleges Chancellor’s Office Data Mart.
- ³ Over the past two decades, the statewide retention rate has decreased by 3% for remedial courses, increased by 1% for credit courses, and increased by 1% for vocational courses. The statewide course-level success rate has decreased by 2% for remedial courses, increased by 0.5% for credit courses, and increased by 2% for vocational courses. The rate of degree and certificate completion by ethnicity fell significantly short of the Vision’s ten-year completion goal. For student outcomes data, see the California Community Colleges Chancellor’s Office Data Mart. See Schlueter (2024) for a discussion of the need for student support to address the stagnation of success rates.
- ⁴ The Chancellor’s Office Vision for Success (2017–2022) set out to increase (by certain percentages) certificate and degree attainment, the number of transfer students, and the percent of career education students employed in their field. The Vision also aimed to close equity gaps by 40% within five years and 100% in ten years. The system did not meet its equity gap reduction goals for African American, Native American, Latinx, or Pacific Islander students, nor did it meet its transfer or career education student goals. While the system did meet its certificate and degree attainment goal, this metric is deceiving in the context of the system’s loss of over one million of its most vulnerable students. The majority of students who were able to persist and achieve degrees and certificates were the most college prepared and economically advantaged.
- ⁵ There has been much debate about the appropriate terminology for the category of faculty who teach off the tenure track. See Hoeller (2014) and Fure-Slocum and Goldstene (2024) for discussions of the problematic assumptions inherent in the terms part-time, adjunct, contingent, lecturer, and non-tenure track. This paper uses “part-time” to remain consistent with the terminology used by most of the faculty organizations and unions of the California Community Colleges.

>> continued on page 14

A unified faculty model will ensure that all faculty are paid on the same compensation scale, receive proportional benefits, and have the opportunity to earn job security.

Over the past 40 years, only 30% of the CCC faculty have been hired as full-time employees, while the remaining 70% have been hired as part-time employees who teach the majority of the system's courses.⁶ Part-and full-time faculty have the same qualifications and teach the same courses

and students. Nonetheless, part-time faculty do not have job security, often teach at several different colleges, and are not compensated equally for the same work as their full-time counterparts (Fure-Slocum & Goldstene, 2024; Gilbert, 2019; Hoeller, 2014). This inherently inequitable two-tiered structure was never meant to be permanent; has deprived students and colleges of having a fully supported faculty; and has mostly remained hidden from the public (Simpson, 2014).

In 1988, AB 1725 (Vasconcellos), the landmark community college bill, codified in California Education Code the goal to have 75% of its credit instruction taught by full-time faculty. Given its over-reliance on an under-supported part-time faculty, the system has never come close to achieving this goal. The fact that the state has established such a goal, however, signifies California's long-standing awareness of the problem and interest in addressing the inequities of the two-tiered model.

A unified faculty model will ensure that all faculty are paid on the same compensation scale, receive proportional benefits, and have the opportunity to earn job security. This model will enable and compensate all faculty to engage with their students in and out of the classroom and actively participate in the life of their college and community.

⁶ For faculty headcount data, see the Chancellor's Office Data Mart.

A unified faculty model will vastly improve student success rates and the efficiency of the California Community Colleges by: 1) prioritizing student-faculty engagement in and out of the classroom; 2) ensuring a culture of academic freedom; 3) increasing the amount of faculty who participate in college governance and institutional effectiveness processes; 4) fulfilling the system's civic engagement mission to prepare the residents of California to participate in the state's democratic processes; and 5) increasing college and systemwide fiscal stability.

A Unified Faculty Will Revitalize California's Community Colleges

For millions of Californians, community colleges remain the only pathway toward economic survival, skills building and retraining, transfer to four-year institutions, English learning, connection with community, participation in democracy, and the formation and pursuit of dreams. The "reform" era has chipped away at the mission of the California Community Colleges without giving the public a chance to deliberate over the repurposing of its colleges. Remedial instruction, English as a second language programs, and lifelong learning courses have been cut or severely reduced without public debate.

A unified faculty will revitalize the quality and purpose of a community college education by providing equitable student access to all faculty, a culture of academic freedom, and a renewed commitment to civic engagement. A unified faculty will take collective responsibility for participating in the system's governance at college and statewide levels. Finally, this model will promote fiscal stability by streamlining processes around hiring, evaluation, and budget planning.

High-quality, ongoing student-faculty engagement in and out of the classroom is the key ingredient for student success in college and beyond (Astin, 1999; Burgess & Samuels, 2010; Fain, 2014; Gilbert, 2019; Heath et al., 2022; Jacoby, 2006; Pascarella & Terenzini, 1980; Terenzini et al., 1982; Tinto, 1987).⁷

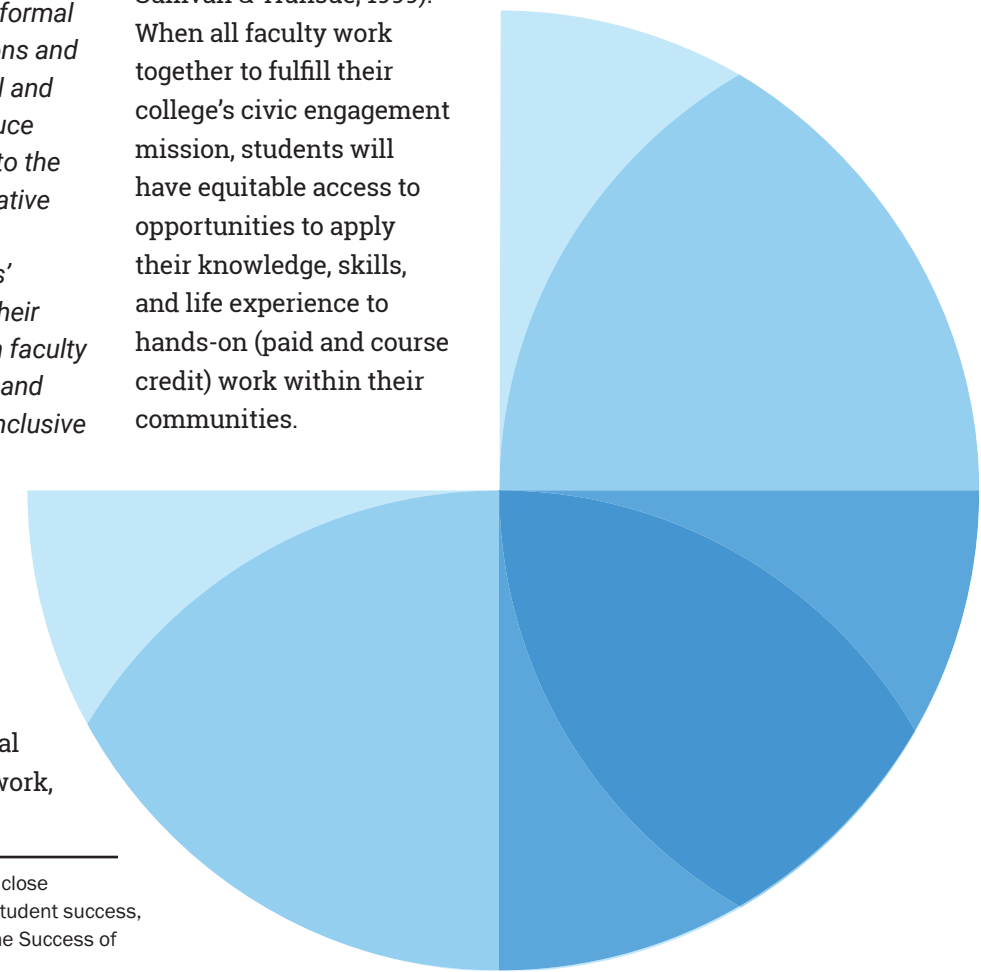
The overwhelming evidence indicates that a diverse, often underprepared, and economically challenged student population requires personal mentoring, counseling, and ongoing guidance in support of courses of study and personal aspirations. Persistent informal and collegial interactions with faculty provide students with necessary levels of support and personal mentoring. In addition to intellectual engagement with the subject matter both in and outside the classroom, such interactions—from formal sponsorships of student organizations and letters of recommendation to casual and spontaneous conversations—introduce an inspirational support structure into the lives of students during a transformative phase in their lives...[S]uch student/faculty interactions enrich educators' understanding and appreciation of their students, and by extension, heighten faculty involvement within their institutions and profession, thus contributing to an inclusive and interactive college culture for everyone—students, faculty, and staff. (Gilbert, 2019, p. iii)

A unified faculty model prioritizes student-faculty engagement, reducing disparities in student access to academic support, office hours, mentorship opportunities, supplemental instruction, independent studies, fieldwork,

and engaged civic and community learning. A unified faculty will be able to participate in activities that are critical for student persistence and goal completion, including student orientations, student governance, student clubs, research teams, joint conference presentations, campus receptions and celebrations, and community events.

California's community colleges play an essential role preparing the residents of California to become active participants in the state's democratic processes at all levels—community engagement, civic engagement, and leadership development in the workplace, communities, and local and state governance. Colleges' commitment to civic engagement is one of the core tenets for democracy to function (Colby et al., 2003; Ehrlich, 2000; Sullivan & Transue, 1999).

When all faculty work together to fulfill their college's civic engagement mission, students will have equitable access to opportunities to apply their knowledge, skills, and life experience to hands-on (paid and course credit) work within their communities.



⁷ For a thorough review of the literature about the close correlation of student-faculty engagement with student success, see Why Faculty Matter: The Role of Faculty in the Success of Community College Students (p. 26–49).

>> continued on page 26

2024 FACCC PAC Endorsements in Swing Districts

By Natalina Teixeira Monteiro, FACCC Political Action Committee,
and Ryan Tripp, FACCC Communications Committee

This summative analysis of candidates for four pivotal legislative districts is a subset of the Faculty Association of California Community Colleges' (FACCC) 2024 candidate endorsements for the California State Assembly and Senate. After consultation and collaboration with various California community college faculty unions, Chair Natalina Teixeira Monteiro and the FACCC Political Action Committee (PAC) issued municipal, state, and Board of Trustee endorsements for both the March Presidential Primary Election and November General Election. On behalf of the FACCC Communications Committee, Ryan Tripp situated the PAC endorsements within biographical and select endorsement contexts. These four candidates all serve or intend to serve in state electoral districts on the verge of "swinging" between two California state candidates and two parties.

Introduction

California's prosperity depends on the quality of education provided to students. Educational funding is a critical issue that directly affects the ability of schools, colleges and faculty members to deliver high-quality education, so it is imperative to elect legislators who share the FACCC's commitment to supporting educators and students alike. The candidates who earned FACCC's endorsement have demonstrated a deep understanding of the obstacles confronting the California Community College system and have shown a steadfast dedication to advocating for its increased funding and resources. With the current requirement of two-thirds legislative approval for budget

expenditures, California needs legislators who are willing to fight for the funding necessary to increase accessibility to community college education. The candidates that FACCC identified have shown clear visions for the future of community colleges in California and have worked tirelessly to realize these visions. By endorsing the following four candidates, FACCC hopes to guide California citizens in voting for partisan representatives who will work in the Legislature to help secure access to the resources and support that students need to succeed in community colleges. The PAC and Communications Committee always seek political allies who share the mission and goals of FACCC.

Kipp Mueller (Democrat-SD 23)

In the upcoming November Senate District 23 (SD 23) election, Kipp Mueller emerges as a standout candidate. His steadfast commitment to addressing issues such as affordable housing, public safety, poverty, and economic development sets him apart as a candidate who understands the multifaceted problems within his district. Mueller's father was a house painter, and Mueller learned a great deal from him about the labor experience. As a result, much of his childhood was spent on rooftops and ladders—heading home "sunburned and sore, proud that [he] put in a hard day's work." For nearly four decades, his mother was a community college counselor for students with disabilities. She engaged with students who defied all odds in pursuit of their goals.

Mueller's emphasis on bolstering the means of people to afford their homes reflects his dedication to resolving homelessness in SD 23, which includes portions of Riverside, San Bernardino, and Los Angeles counties. By promoting the construction of significantly more housing units to meet the growing demand, Mueller aims to prevent individuals and families from experiencing housing instability and the risk of homelessness. Moreover, his call for affordable housing development in all areas of the state demonstrates his commitment to creating diverse and inclusive neighborhoods where residents of all backgrounds can thrive.

In addition to his housing initiatives, Mueller also recognizes the importance of formulating public safety measures that confront the causes of crime and ensure effective allocation of law enforcement resources. By advocating for proper training for professionals dealing with mental health, homelessness, and domestic violence circumstances, Mueller aims to enhance community responses to crises while allowing law enforcement officers to focus on preventing violent crime.

Mueller's comprehensive policy package positions him well to advance SD 23's diverse goals and aspirations. By electing Mueller, voters in SD 23 will ensure that their voices are heard, their concerns are considered, and their hopes for a more prosperous and inclusive community are championed in the state Legislature.

Pilar Schiavo (Democrat-AD 40)

Assemblymember Pilar Schiavo is a proven leader with a track record of advocating for the voters of Assembly District 40 and implementing policies that benefit her constituents. Schiavo, former owner of a small business and a dedicated advocate for healthcare, affordable housing, and public safety, is the daughter of small-business owners. Her father was an electrician, and her mother was a bookkeeper who managed the family's electrical business. When her father secured employment via a union, she witnessed its life-changing effect on her family. These formative experiences led her to active participation in the labor movement. Schiavo is familiar with the obstacles that independent entrepreneurs and families confront. Her focus on reducing taxes for small businesses demonstrates her commitment to fostering economic growth and prosperity. With a background

as a nurse advocate, Schiavo has firsthand experience providing healthcare, including reproductive healthcare, to over a million people. Her support for a woman's right to choose and her efforts to increase healthcare access highlight her dedication to AD 40, which includes parts of Los Angeles County from Santa Clarita in the north to neighborhoods in the city of Los Angeles in the south.

Schiavo's legislative advocacy of bills to make housing more affordable and combat homelessness highlight her proactive approach to tackling district issues. She has taken the lead in expanding stable housing and support services by securing resources to help seniors, veterans, and individuals struggling with transience. Through co-founding an organization that dispenses meals to people in need and finding shelter for vulnerable populations, Schiavo has shown her passion for social welfare. Her backing of public safety initiatives resulted from a hope to create a safe and inclusive environment for all residents. She has consistently advanced social welfare policy and worked to deliver tangible results. By reelecting Pilar Schiavo, AD 40 voters can ensure continued progress for the district with a dedicated leader at the helm.

Al Muratsuchi (Democrat-AD 66)

With his continuing commitment to education, environmental sustainability, and social welfare, Assemblymember Al Muratsuchi stands out as the ideal choice for reelection in his pivotal swing 66th Assembly District (AD 66), located in the Los Angeles South Bay and San Pedro.

Muratsuchi's second-generation Japanese-American father served in U.S. military installations in Okinawa, while his mother hailed from Gifu Prefecture in Honshu, Japan. Muratsuchi lived on various U.S. military bases overseas until 1982 when he arrived in California. A product of public schools and a first-generation college graduate, he attended the University of California, Berkeley, and received a Juris Doctor degree from UCLA.

Muratsuchi's distinguished record of legislative achievements underscores why voters in California AD 66 have sustained his incumbency in multiple elections. By increasing teacher salaries, enhancing education funding, promoting environmental sustainability, and advocating for social equity, Muratsuchi has demonstrated his unwavering commitment to improving constituents' lives in AD 66.

>> continued on page 18

One of the cornerstone achievements of Muratsuchi’s tenure is Assembly Bill 938, an initiative he introduced in April 2023 to help resolve the pressing school workforce shortage by proposing a substantial increase of 50% in teacher and essential school staff salaries by 2030. This bold step acknowledges educators’ invaluable contributions to our society and ensures a more sustainable future for California’s community colleges.

In social welfare, Muratsuchi has been a staunch advocate for equitable access to essential services and protection of community interests. Assembly Bill 483 (2023) is a testament to his commitment to improving school mental health services by advocating for increased funding and streamlining the Medi-Cal billing process. Furthermore, Assembly Bill 449 (2013) highlights Muratsuchi’s dedication to safeguarding vulnerable populations by increasing accountability for teachers accused of misconduct and preventing them from transferring between school districts. He was an early advocate for ethnic studies funding in the California Community Colleges system as well.

Al Muratsuchi’s legislative portfolio is a testament to his unwavering dedication to bettering the lives of Californians. By casting their vote for Al Muratsuchi, residents of AD 66 can rest assured that they are choosing a representative who is resolute in advocating and advancing California community college education, champions voter causes, and works toward a brighter and more equitable future for all.

Sharon Quirk-Silva (Democrat-AD 67)

Assemblymember Sharon Quirk-Silva, a dedicated public servant and leader, has repeatedly proven her commitment to the people of California’s 67th Assembly District (AD 67). With a robust track record of accomplishments and deep connections to her communities, voters in this swing district have every reason to support her reelection.

Quirk-Silva’s extensive experience in both local and state governance sets her apart as a knowledgeable and effective representative. She is a graduate of Fullerton College and remains a steadfast supporter of the California Community College system. As a former mayor and member of the Fullerton City Council, she has demonstrated her ability to respond to the needs of her constituents and deliver results that improve the

quality of life for all residents. Her active involvement in various education, budget management, and community development committees at the state level validates her dedication to making improvements on a wider scale.

Moreover, Quirk-Silva, a Latina and former teacher in the Fullerton School District, offers a unique perspective and understanding of the issues within her district. Her personal connections and genuine care for her community prompted her to advocate for policies that benefit the diverse population of the 67th Assembly District, which includes parts of north Orange County and southeastern Los Angeles County anchored by the cities of Anaheim and Cerritos. Whether fighting for better access to education, affordable housing options, or improved state administration, she consistently puts the voices of her constituents first.

Quirk-Silva’s history of local service in Orange County guides her philosophy on how state government should operate. Her office relies on comments and suggestions from constituents to prioritize local issues, find solutions, and ensure that Orange County residents receive adequate resources. In addition, Quirk-Silva’s collaborative approach to governance and her willingness to participate in bipartisan negotiations have contributed to her role in reconciling conflicts and producing unanimity among stakeholders. Her inclusive leadership ensures that all voices are heard and leads to more effective and sustainable solutions to complex problems within the district. By reelecting Quirk-Silva to the Assembly, AD 67 voters can feel confident that they are choosing a dedicated and capable representative who will continue to work on their behalf for a better and brighter future.

Summation of Endorsements

FACCC regards these four endorsed candidates as the best choice for these four swing districts, as well as for the partisan politics of California. By endorsing legislators prioritizing equitable funding and access to education, FACCC promotes creation of an environment in which students can thrive, our teachers excel, and our communities prosper. Share this information with your family, friends, and neighbors—and vote for these worthy candidates in November. ■



2024 FACCC PAC-Endorsements

California Assembly

- AD 2 | Chris Rogers
- AD 4 | Cecilia M. Aguiar-Curry (I)
- AD 6 | Maggy Krell
- AD 7 | Porsche Middleton
- AD 10 | Stephanie Nguyen
- AD 12 | Damon Connolly
- AD 13 | Rhodesia Ransom
- AD 14 | Buffy Wicks
- AD 15 | Tim Grayson
- AD 16 | Rebecca Bauer-Kahan (I)
- AD 17 | Matt Haney (I)
- AD 18 | Mia Bonta (I)
- AD 19 | David Lee
- AD 20 | Liz Ortega (I)
- AD 21 | Diane Papan
- AD 23 | Marc Berman
- AD 24 | Alex Lee (I)
- AD 25 | Ash Kalra (I)
- AD 26 | Patrick Ahrens
- AD 27 | Esmeralda Soria (I)
- AD 28 | Gail Pellerin (I)
- AD 29 | Robert Rivas (I)
- AD 30 | Dawn Addis (I)
- AD 31 | Joaquin Arambula (I)
- AD 35 | Dr. Jasmeet Bains
- AD 36 | Joey Acuña
- AD 37 | Greg Hart
- AD 38 | Steve Bennett (I)
- AD 39 | Juan Carrillo
- AD 40 | Pilar Schiavo (I)
- AD 41 | John Harabedian
- AD 43 | Celeste Rodriguez
- AD 44 | Nick Schultz
- AD 45 | James Ramos
- AD 46 | Jesse Gabriel
- AD 48 | Blanca Rubio
- AD 49 | Mike Fong
- AD 50 | Robert Garcia
- AD 51 | Rick Chavez Zbur
- AD 52 | Jessica Caloza
- AD 53 | Michelle Rodriguez
- AD 54 | Mark Gonzalez
- AD 55 | Isaac Bryan
- AD 56 | Lisa Calderon (I)
- AD 57 | Sade Elhawary
- AD 58 | Clarissa Cervantes
- AD 60 | Corey Jackson (I)
- AD 61 | Tina McKinnor
- AD 63 | Chris Schoults
- AD 64 | Blanca Pacheco
- AD 65 | Mike Gipson (I)
- AD 66 | Al Muratsuchi (I)
- AD 67 | Sharon Quirk-Silva
- AD 69 | Josh Lowenthal (I)
- AD 73 | Cottie Petrie-Norris (I)
- AD 74 | Chris Duncan
- AD 77 | Tasha Boerner Horvath (I)
- AD 78 | Chris Ward (I)
- AD 79 | LaShae Sharpe Collins

California Senate Districts

- SD 5 | Jerry McNerney
- SD 11 | Scott Wiener (I)
- SD 13 | Josh Becker (I)
- SD 17 | John Laird (I)
- SD 21 | Monique Limón (I)
- SD 23 | Kipp Mueller
- SD 27 | Henry Stern (I)
- SD 29 | Eloise Reyes
- SD 31 | Sabrina Cervantes
- SD 33 | Lena Gonzalez (I)
- SD 35 | Michelle Chambers
- SD 37 | Josh Newman (I)

**(I)- Incumbent*

CALIFORNIA GREAT TEACHERS SEMINAR

San Diego

Monterey



Relive the highlights of last summer's unforgettable Great Teachers Seminar and become inspired for the next one.

Will we see you there?
San Diego: June 8–12
Monterey: August 3–7



AB 1705 and the slew of corporate-backed special interest groups do not recognize that giving everyone the same treatment regardless of their circumstances does not lead to equal outcomes.

remedial classes to eating unhealthy food simply because it's available, stating, "we are all inclined to make choices that aren't good for us when given the option." This appalling rhetoric, which unfairly assumes that students taking pre-transfer classes lack motivation or discipline, was a driving force behind AB 1705. Such statements demonstrate the disconnect between policymakers and the realities faced by students they're meant to serve. Our system needs to celebrate the true diversity of community college students instead of forcing them into an ill-fitting, one-size-fits-all model. Until this happens, corporate-funded critics will continue to use narrow, out-of-touch metrics to unfairly label faculty as failing our students. It's time for us to stop listening to them instead of focusing on meeting our students' needs.

Equity in the AB 1705 Conversation

The California Community Colleges often tout their diverse student population, and have branded themselves as an open access institution that accepts the top 100% of students. But if they accept all students, they should have the means to meet the unique educational needs of all students. AB 1705 has prevented community colleges from meeting students where they are at; the branding of this policy as acceptance of students under the guise of diversity and inclusion is performative. Students without an adequate background in math or English should not be forced to struggle through remediation at the same time as trying to master transfer-level coursework that they are unprepared for, take a hit to their GPA, or drop out of these classes. Professors shouldn't have to choose between teaching with integrity and watching their students fail—especially when those students were placed in a class they weren't prepared for through no fault of their own.

AB 1705 proponents constantly throw the word equity around, speaking about how the policy closes equity gaps, provides equitable access, and more. They fail to note the difference between equality and equity. Equality

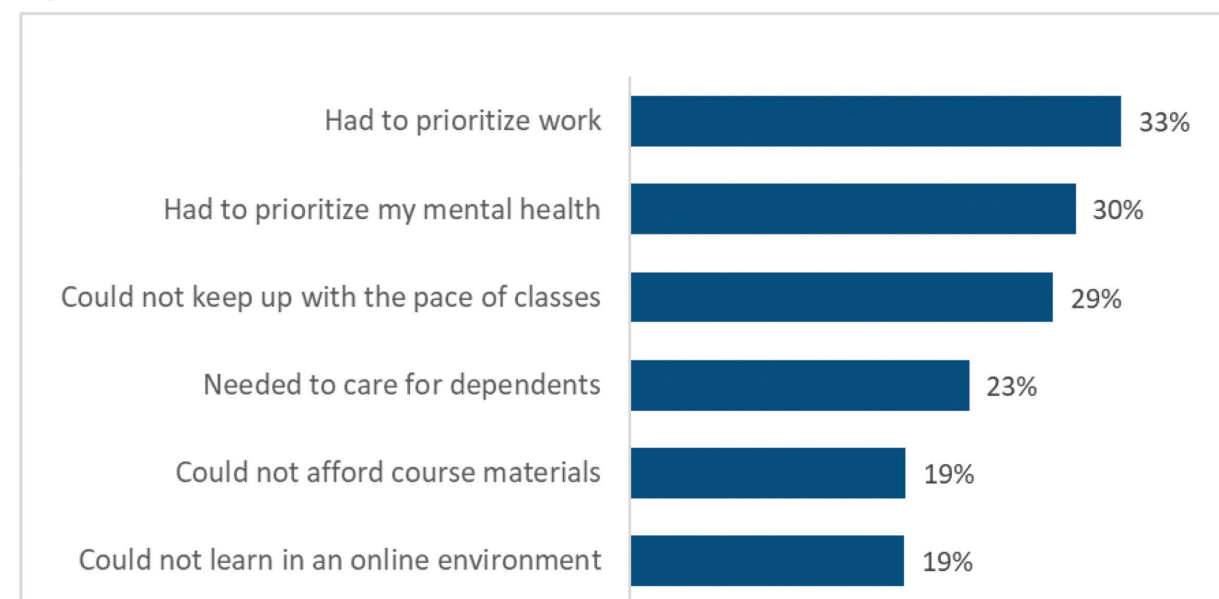
means giving everyone access to the same resources or opportunities, but equity means providing different resources to people with different needs. AB 1705 and the slew of corporate-backed special interest groups do not recognize that giving everyone the same treatment regardless of their circumstances does not lead to equal outcomes.

The Data: An Incomplete Picture

AB 1705 proponents use a flawed metric called throughput to justify AB 1705. Throughput is measured by looking at the pass rates of two groups of students: students who went directly into transfer-level math or English, and students who started in foundational math and English before moving into transfer-level. Unsurprisingly, the percentage of students who started in transfer level math or English had higher pass rates—likely because they felt prepared enough to go straight into that level without additional support, unlike the foundational math students, who probably felt that they weren't at the skill level necessary to succeed immediately in transfer-level math or English. It seems like a poor research method to compare the percentage pass rates of two groups of students who were at different places in their math and English skills—the better question to ask is if more of the students who took a foundational level class would have failed the transfer-level class without it. In such a study, the variable would remain the same, but there would be less factors differentiating the two groups of students and skewing the results.

Evidently, throughput is an insufficient measure to determine if something as important as basic skills classes should be removed. It is critical to note that no data statewide has been collected regarding the amount of students who have dropped out of transfer-level classes because they did not have a strong enough foundation to succeed—this is an important piece of the puzzle. Additionally, the impacts of this policy have not been studied in disciplines outside of math and English, many of which rely on strong backgrounds in these subjects to be successful. Now that we have removed algebra from community college, how has this impacted student performance in chemistry? If a student barely passes English 1A, how will they fare in their sociology class? Drop data and interdisciplinary ramifications would certainly paint a clearer picture of the academic landscape since AB 1705's implementation. However, the throughput data is almost guaranteed to reflect the conclusion that AB 1705 is working.

Figure 6. Top Reasons Previously Enrolled Students Dropped Class(es)



Charting a Difference Course

The implementation of AB 1705 reveals a troubling pattern in educational policy-making that has gone on for far too long. The California Community Colleges have fallen victim to a deceptive narrative that promises much but delivers little, committing to close equity gaps yet failing to deliver meaningful improvements and exacerbating existing inequalities.

There are numerous discrepancies in the rationale behind AB 1705:

1. Success metrics that lack comprehensive data support
2. The monopolization of policy development, advocacy, and evaluation by corporate-backed interest groups
3. A flawed argument for eliminating remedial classes that confuses correlation with causation
4. A misrepresentation of equity and equality in educational access and outcomes
5. Significant gaps in data collection, particularly regarding dropout rates and interdisciplinary impacts

The erosion of educational access, exemplified by AB 1705, makes our educational system more susceptible to such misguided policies—and places already vulnerable students into precarious positions. By limiting options for

students who need additional support, we are excluding those who could benefit most from a community college education. To truly serve our diverse student population, we must resist oversimplified solutions and demand policies based on comprehensive data and a nuanced understanding of student needs. Only by addressing these discrepancies and broadening our perspective can we create an educational system that genuinely supports all students in their pursuit of knowledge and personal growth.

As we move forward, it is imperative that we approach educational policy with a more critical eye, questioning the motives behind proposed changes and insisting on a fuller picture of their potential impacts. FACCC has held the line against the special interest group agenda, and is ready to continue this fight to protect the community colleges we know and love, but we need the help of our FACCCtivists: faculty must provoke a statewide conversation with the Legislature about the consequences of this policy and push for change. Our community colleges must remain true to their founding mission of increasing educational access and fostering a more educated citizenry—goals that require flexibility, diversity in course offerings, and a commitment to meeting students where they are. Their ability to continue doing so depends on us. ■

MARCH IN MARCH 2024

By John Fox, Foothill College

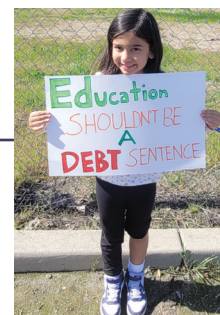
After a 14-year hiatus, the March in March returned to Sacramento, empowering community college students and faculty to bring their concerns and grievances to legislators.



▲ Buses traveled from various parts of the state to gather at Sutter Health Park, including a delegation from Foothill-De Anza.



▲ Organizing this project was no small feat...



◀ Raising our voices for a brighter tomorrow—families included!

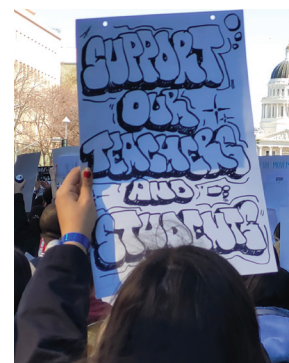


▲ The student marchers voiced their opinions without hesitation.

Then came the moment to march to the State Capitol.



◀ Sociology instructor John Fox from Foothill College gets ready to walk along Tower Bridge with his fellow March in March supporters.



"We march because despite being the largest, most accessible, and most affordable system of higher education, the California community colleges are grossly underfunded compared to our UC and CSU counterparts."
– Anna Mathews, FACCC Government Relations Director



Arriving at the Capitol

Media outlets took notice of the organized event. ▶



Support was expressed by representatives from various unions, who also offered their own inspiring words. ▶



"We are united for justice, we are united for education, and we are standing here united today."
– Jeff Freitas, President, California Federation of Teachers

Because...



To conclude, the students shared their powerful perspectives:

"In a time of budget deficits, the legislature needs us to constantly remind them about their promise to us."
– Chanelle Win, Vice-President of Legislative Affairs, Student Senate for California Community Colleges

"Education is freedom. It's freedom from ignorance, it's freedom from poverty, it's literal freedom from incarceration. The freedom to make your own choices in life."

– Dr. James McKeever, President of Los Angeles College Faculty Guild and March in March organizer.



◀ Assemblymember Pilar Sciavo (D) of District 40 shared some inspiring words.

"We know that the students of our community colleges are the ones who are struggling the most... And these are the students that we need to be fighting for the most in this Capitol today... I will be with you every step of the way."

– Assemblymember Pilar Sciavo (D) District 40



◀ Numerous part-time faculty members assembled to demonstrate their support. Marlo Smith of Adjunct Faculty United highlighted the issue: 'Higher education depends heavily on part-time faculty. We earn considerably less than our full-time counterparts and lack job security.'

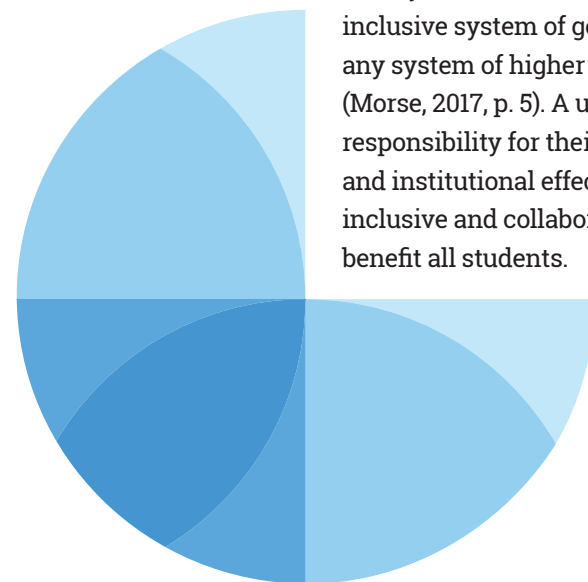
"Higher education is overly reliant on part-time faculty. We make significantly less, compared to our full-time colleagues, and we have no job security."

– Marlo Smith, Adjunct Faculty United

Join us in driving positive change in higher education! On Tuesday, March 4, 2025, we will march to the California State Capitol to advocate for our students' futures, affordable education, housing, and more. Your voice is crucial!

In today’s political climate, the CCC system must actively protect its core value of academic freedom so that students and faculty are free to express and explore ideas without risk of interference or punishment. A unified faculty model will ensure that academic freedom remains a cornerstone of students’ educational experience. Under the current model, part-time faculty do not have job security protecting them from administrative interference. A unified faculty will be empowered to explore diverse perspectives, challenging students to think critically and engage in thoughtful discourse. Academic freedom enables students to be exposed to a wide range of ideas, beliefs, and cultures, creating a rich, inclusive, and democratic learning environment.

Faculty leadership is necessary to ensure the CCC system’s high-quality education and future growth. California’s community colleges rely on faculty leadership and participation for their governance, strategic planning, and assessment at student, curricular, program, and institutional levels. Since the signing of AB 1725 (Vasconcellos, 1988) into law, the CCC system has become “perhaps the most inclusive system of governance enjoyed by any system of higher education in the world” (Morse, 2017, p. 5). A unified faculty will share responsibility for their college’s governance and institutional effectiveness, fostering an inclusive and collaborative culture that will benefit all students.



8 For student demographic data, see California Community Colleges Chancellor’s Office. (2023). Senate Budget Committee 1 On Education Finance.

...[F]ull-time tenured faculty dedicate increasing hours to the institutional needs of the college, such as serving on governance committees, preparing program review reports, writing and updating curriculum, compiling accreditation documentation, participating on hiring committees, observing and assessing classes..., and reviewing tenure candidates, all in conjunction with their need to maintain currency in both pedagogical approaches and subject matter content. While all of these requirements constitute important and essential work, on most community college campuses, there are simply not enough full-time tenured faculty to address so many needs, and thus, faculty interaction time with students suffers. (Gilbert, 2019, p. iii)

A unified faculty is increasingly necessary to provide institutional memory, governance, assessment work, and leadership in addition to their vital work with students. While college administrators and trustees frequently come and go, the faculty and staff form the heart of every college.

Since 2020, the global pandemic and its ongoing effects have severely impacted the lives of the students and employees of the CCC system. “[T]he effects of illness, economic turmoil, and institutional restructuring widened existing inequities along racial, class, and gender lines on campuses, in communities, and globally, compounding longer-standing trends that the Great Recession already had accelerated” (Fure-Slocum & Goldstene, 2024, p. 12). The majority of California’s community college students are part-time (74%), students of color (70%), economically disadvantaged (66%), and working learners (64%) while many of its students are first-generation (35%) and noncitizens (14%).⁸ In a recent statewide survey asking previously enrolled

students why they dropped classes, they said they had to prioritize work (33%) and their mental health (30%); could not keep up with the pace of classes (29%); needed to care for dependents (23%); could not afford course materials (19%); and could not learn in an online environment (19%).⁹ The majority of CCC students are working and caring for family while pursuing their college education.¹⁰

Now more than ever, an equitably compensated, unified faculty is needed to spend more time engaging with students in and out of the classroom, offering students the support they need to succeed in their courses and beyond. During this era of existential social, economic, and environmental crises, a unified faculty is the key to bringing back California’s community college students and revitalizing the nation’s largest system of higher education.

A Unified Faculty Will Remedy Decades of Failed Education “Reform”

Community college education is a transformative process that nurtures critical thinking, creativity, empathy, civic engagement, personal growth, and a desire for lifelong learning, equipping students with the skills and mindset necessary to navigate the complex and rapidly changing world. Not only do CCC students gain the knowledge and skills necessary to succeed as individuals; they become inspired to contribute to the progress and prosperity of their larger communities.

[W]hen the United States was founded, public officials promoted higher education because it mattered for the broader public. They strongly believed that by encouraging and subsidizing advanced learning, the nation would foster the knowledge, creativity, dynamism, leadership, and skills that would spur economic growth, technological innovation, and social advances. (Mettler, 2014, p. 191)

Because education matters for the broader public now more than ever, it is time for California to embrace a new approach to ensure all Californians have access to higher education—for themselves and the survival of our communities during these precarious times.

Imagine how a unified faculty will transform college campuses into equitable and efficient teaching and learning environments in service to the students, community colleges, and state of California. Investing in a nontiered, unified faculty model will remedy the CCC system that is currently struggling to bring back the millions of students who have been pushed out of their colleges. Prioritizing the faculty’s vital role in students’ lives, California will set a precedent for a truly inclusive and equitable educational system that will empower millions of students to positively impact the economy and democracy of California, the nation, and the world.

For a comprehensive list of resources and appendices related to this article, please visit www.FACCC.org/UnifiedFaculty. ■

9 For an analysis of statewide college attendance, see California Community Colleges in Partnership with the RP Group. (2022). Statewide College Attendance Survey.

10 For a discussion of the meaning of a college education from the perspective of community college students, see Isserles’ Chapter 5 (2021) based on interviews with students and her extensive classroom experience.

While college administrators and trustees frequently come and go, the faculty and staff form the heart of every college.



go
further →

Start saving with CalSTRS Pension2

According to financial professionals, you may need 80% to 90% of your final salary to retire comfortably.

Your CalSTRS defined benefit pension is a great start. Your pension may take you about halfway toward your retirement income goal, depending on your years of service and age at retirement.

The rest is likely to depend on personal savings and investments. To make it convenient, your school district offers CalSTRS Pension2[®] 403(b) and 457(b) voluntary supplemental savings plans with:

- Lower costs.
- Investment choices to match your investing style.
- Help with planning and investing.

Pension2 is open to all school employees.

CALSTRS
pension2
personal wealth plan

Enroll today

- ➔ Visit Pension2.com and select *Enroll now*.
- ➔ Or complete and submit a Pension2 enrollment form available at CalSTRS.com/forms.
- ➔ Then complete and submit your district's salary reduction agreement available from your district's payroll office or from 403bCompare.com by selecting *My Next Steps* and then *Find Employer*.

If you have questions or would like enrollment or salary reduction agreement assistance, call us at **888-394-2060**, email Pension2@CalSTRS.com or [schedule an appointment online](#).