



## Legislative Briefing Memo

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### Transitioning to a Unified Faculty Model in California's Community Colleges

#### Introduction

The two-tier faculty system in California's community colleges, comprised of full-time and contingent faculty, has created persistent inequities that negatively impact students, faculty, and the community college system. The Faculty Association of California Community Colleges (FACCC) strongly advocates transitioning to a one-tier faculty system to address these issues.

#### The Problem with the Two-Tier System

The current system disadvantages contingent faculty who make up 70% of the workforce, by offering them less compensation and minimal benefits despite their qualifications and experience. The lack of job security and limited work hours (capped at 67% of a full-time load) force many contingent faculty to teach at multiple colleges, hindering their ability to engage with students and participate in college activities fully.

#### Impact on Students and the Community College System

This system limits students' access to consistent, quality instruction and mentorship, which are crucial for student success. The lack of full-time faculty presence limits opportunities for engagement outside of classroom instruction, such as office hours and participation in student organizations, further disadvantaging students.

#### The Solution: A Unified Faculty Model

A unified faculty model would establish **equal treatment for all faculty**, regardless of their current full-time or part-time status. This model ensures:

- **Compensation Parity:** All faculty would be placed on the **same salary schedule** with **proportional benefits** based on their assigned workload.
- **Job Security:** All faculty would be eligible for due process and tenure based on performance and workload, ensuring greater stability and reducing turnover.
- **Professional Development:** All faculty would have equal access to professional development opportunities, fostering faculty growth.
- **Enhanced Student Support:** A unified faculty model increases **student-faculty interaction**, creating a more supportive and enriching learning environment.

### **Benefits of Transitioning to a Unified Faculty Model:**

- **Improved Student Outcomes:** Increased faculty-student interaction leads to higher retention rates, improved academic performance, and increased completion rates.
- **Enhanced Faculty Satisfaction and Retention:** Fair compensation, job security, and professional development opportunities create a more supportive and equitable work environment, attracting and retaining highly qualified faculty.
- **Strengthened Community College System:** A unified, well-supported faculty improves the quality and consistency of education across all colleges, strengthening the community college system.

### **The Vancouver Model: A Proven Success**

The Vancouver Community College (VCC) offers a successful example of a one-tier faculty system. Over several decades, the VCC model has demonstrated positive results for students, faculty, and the institution. Key features of the model include:

- A single faculty job classification
- A single pay scale with fair step placement
- Proportional workload and scheduling based on seniority
- Job security through regularization after a specified period of service
- Equal access to benefits and professional development opportunities

The VCC model is a valuable framework for California's community colleges to consider as they explore the transition to a unified faculty model.

### **Call to Action**

FACCC urges policymakers to support legislation facilitating a smooth transition to a unified faculty model in California's community colleges. This transformative change will create a more equitable and supportive environment for faculty and students, ultimately strengthening the community college system and its vital role in educating California's future workforce.