



# WHY FACULTY MATTER

The Role of Faculty in the Success  
of Community College Students

Presented By  
Faculty Association of California Community Colleges  
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# **EXECUTIVE SUMMARY**

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The following paper and literature review focuses on the role of faculty in securing the success of California Community College students. In this paper, the term “faculty” includes classroom instructors, counselors, librarians, and other providers of service to students who are employed at higher education institutions in what are designated as faculty positions. A review of the literature on the current status of faculty, both full- and part-time, and the relationship of these faculty to the success of their students, reveals a common theme: the importance of persistent active interaction between faculty and their students. The research supports what can be intuited as common sense: substantial student interaction with faculty is essential for student success most often defined in terms of retention, course and certificate completion, transfer, employment, and personal fulfillment.

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 monitoring. 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, a time when students too frequently make decisions in isolation that could result in inappropriate choices, including their dropping out of college altogether. Additionally, such 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.

Unfortunately, this close mentoring milieu is not always what students and faculty currently experience on California Community College campuses. By necessity, full-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 taught by full- and part-time instructors, counselors, and librarians, 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.

In contrast, part-time faculty are contractually discouraged from participating in both governance and extra-curricular events, notwithstanding their desire to share in these activities. Though as academically qualified and talented as their full-time colleagues, these faculty are generally directed only to prepare, teach, and assess their classes. On many campuses, part-time faculty are not even compensated for office hours. Taking into account inequitable salary, lack of job security, and absence of medical and other benefits, it is understandable that part-time faculty often resort to piecing together teaching assignments at a number of colleges—“freeway flying”—and do not have time to engage effectively in faculty/student interactions so essential to student success.

The California Community College system, itself, has long recognized these problems. With the signing of AB 1725 in 1988, the landmark legislation that moved the community colleges away from their roots in the K-12 system and pointed them in the direction of equal status with their higher education partners, the California State University and the University of California, the community colleges established a goal to have 75 percent of its credit instruction taught by full-time tenured faculty. Unfortunately, after only two years, the funding for additional full-time faculty positions AB 1725 intended was obliterated by the early 1990s recession and there has been sparse commitment since.

In the late 1990s and early 2000s, the system attempted to address the substandard situation facing part-time faculty with specific “categorical” funding for office hours, medical benefits, and compensation parity. This funding was intended as an initial step toward raising the level of compensation for preparing, teaching, and assessing classes up to that of full-time faculty compensation for these duties. The ultimate goal was to achieve compensation parity—equal pay for equal work—but this limited solution did not compensate part-time faculty for participation in their colleges beyond the classroom, a vital component of full-service parity. Unfortunately, this categorical funding also fell prey to an economic downturn when the community college system faced its first mid-year budget cuts in 2002-03, thus hobbling the System’s commitment to student success.

Little improvement was made in either full-time tenured faculty positions or improving part-time faculty working conditions in the ensuing years as community college funding fluctuated with state revenues. When the Great Recession of 2007-09 forced enrollment reductions, and California Community Colleges had roughly one-half million students on wait lists, the state clamored for improved rates of student success, and the system sought to improve its efficiency.

Conceived during this recession, the Student Success Act of 2012 left out the essential faculty/student interaction component because it was deemed too expensive. Instead, the Act focused on streamlining the student experience by insisting that each entering student immediately commit to an education plan as a condition of priority registration. This streamlining effort was meant to limit the time within which students would be allowed to complete their plans, and stiff penalties were imposed when students veered from their plans or encountered economic difficulties. The Act increased demands for student performance without supporting the necessary increase in faculty ability to provide mentorship and guidance. Even with respect to the essential component of increasing counseling support, the plan erroneously claimed that computers could do the job of counseling faculty.

After passage of the Student Success Act, the state’s economy and funding for California Community Colleges improved, and the Student Success and Support Program (SSSP), implementing the Act, has been richly funded. But the current iteration of the SSSP does not support the faculty/student interaction that the literature shows to be so essential to student success.

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# RECOMMENDATIONS



## RECOMMENDATIONS

### *Increase Full-Time Tenured Faculty Positions*

This literature review points to the importance of full-time tenured faculty as an essential and necessary component for student success. Both the college and its students benefit from a full-time faculty member's primary focus on and dedication to a singular institution and the students it serves. Full-time faculty are the key component of institutional quality, and continuity is the key element provided to the institution by full-time faculty. A sufficient number of full-time faculty, with the due process protection provided them under tenure, ensure quality and continuity with respect to curriculum and program development, course and program alignment, integration of the curriculum, and articulation within and between all segments of the system's mission—noncredit, basic skills, career technical, transfer, and life-long learning. Full-time tenured faculty members' institutional commitment and memory are essential to the governance work at department, division, college, and district levels, including the ongoing work of meeting accreditation requirements, overseeing library collections and resources, and the provision of counseling that guides, coaches, and supports student endeavors, one student at a time and in small group settings.

Innovation in programs, instruction, and institutional governance also depends on the cohesive, ongoing interaction among full-time tenured faculty colleagues who collaborate to blaze new pedagogical trails and sustain the quality of the institution.

A sufficient number of full-time tenured faculty would make it possible to achieve the successful completion of all institutional work described above while participating in faculty/student interactions, which the literature highlights as the key ingredient to achieving student success. Full-time tenured faculty who are dedicated to a single college are best situated to provide the career and personal mentoring, guidance, enrichment, and inspiration necessary to promote student success.

### *Increase Support for Part-Time Faculty*

While the importance of full-time faculty is clear, part-time faculty also play a fundamental role in student success and must be included more fully in all aspects of institutional work and the faculty/student support network. While the purpose of this paper is not to negotiate specific wage and benefit levels, suffice it to say that contracts for part-time faculty should be such that they actively promote part-time faculty involvement in the life of their campuses that extends beyond the classroom and include everything from office hours to participation in extra-curricular activities. To become fully invested in the life of a campus and the success of its students, part-time faculty must be freed from freeway flying as a means of patching together what is often tantamount to a subsistence income, a particularly sad commentary on a dedicated majority of professionals who would prefer full-time status. Colleges should be funded to compensate part-time faculty for office hours and governance participation so that all faculty are able to interact regularly and substantively among themselves and with their students.

Medical and dental benefits, professional development funding, and job security based on fair evaluation and due process rights must be extended to the part-time faculty serving the system's colleges and their students. In short, California Community Colleges must afford part-time faculty the opportunity to be fully engaged in college activities both in and outside the classroom by compensating them equitably for their contributions.

### *Complementary Goals*

The models for making progress on these two complementary fronts—increasing full-time tenured positions and supporting an expanded role for part-time faculty—are already in place but must yet be funded as vital components of student success. Means must be provided to ensure the system makes progress toward its long-standing goal of having 75 percent of its instruction in the hands of full-time faculty, a goal that should also be extended to noncredit instruction. The existing categorical programs for office hours, medical benefits, and compensation parity for part-time faculty should be enhanced as well to levels that promote meaningful change throughout the system toward the goal of compensating part-time faculty for their participation in all aspects of college life. This investment in California's community college faculty would increase the quality of the colleges and promote student success in its broadest sense. Increased investment in faculty where instituted across the nation has proven to produce well-prepared, inspired graduates ready to take on the opportunities and challenges ahead.

# **PART I: NATIONAL CONTEXT**

## PART I: NATIONAL CONTEXT

America's publically funded lower division postsecondary systems of higher education have undergone tremendous change in recent decades, including the introduction of upper division baccalaureate degrees in some areas. The California Community Colleges have recently taken this step under a legislatively sanctioned pilot program. Other changes have related to adapting instruction to a more diverse student population and improving student equity, often favoring student-centered instructional processes that emphasize active, individualized, and collaborative learning over merely covering the material through lectures, homework, and examinations.

The roles of faculty counselors and librarians have also significantly expanded in recent years in an effort to achieve greater levels of student success. In California, this was triggered by the year-long work of the Student Success Task Force that provided the basis for SB 1456, the Student Success Act of 2012. Under this act, counselors work with all students to write Education Plans immediately upon entrance to a community college, establishing contracts that set forth students' individual goals and pathways for success. Counselors are also expected to monitor student progress and, because there are strict consequences for those who falter, assist those who struggle to keep up. In addition, librarians are expected to take on greater support responsibilities, offering students a wider range of workshops on resources and information/computer literacy while maintaining current and expanding databases and managing a complex array of technological and social challenges.

Within this milieu of change, students must cope with shifting economic realities like increasing tuition and fees, rising housing and food costs, exorbitant textbook and equipment expenses, and the resultant overwhelming student debt. This, of course, affects students throughout the country, and while California student fees are still low by national standards, the cost of living in the Golden State far outweighs this fee advantage.

According to a 2016 American Association of Community Colleges (AACC) report, in 2013-14, American community colleges awarded 795,235 associate degrees and 494,995 certificates, 38 percent of courses being non-credit. Altogether, American community colleges provided for 45 percent of all U.S. undergraduate education. Of particular importance in this report, 22 percent were full-time students who were also employed full-time, and 40 percent were part-time students employed full-time. At the same time, by most estimates, of the 7.2 million students attending America's community colleges in 2013-14, 72 percent were non-white, 36 percent were first generation attendees, and 58 percent received financial aid ([aacc.nche.edu/AboutCC/Pages/fastfactsfactsheet.aspx](http://aacc.nche.edu/AboutCC/Pages/fastfactsfactsheet.aspx)). Finally, and most alarming, "about 80 percent of community college students statewide [are] now reportedly being required to take at least one non-credit remedial course in English or math ([edsources.org/2017/panel-endorses-bill-aimed-at-reducing-number-of-college-students-in-remedial-classes/580409](http://edsources.org/2017/panel-endorses-bill-aimed-at-reducing-number-of-college-students-in-remedial-classes/580409)).

Meanwhile, the colleges themselves face increased burdens due to expanding reportage requirements to state, federal, and accreditation monitoring agencies with their emphases on student outcomes accountability. As a result, limited resources are progressively diverted to support data collection and reporting while full-time faculty are ever more responsible for outcomes planning, measures, program reviews, and accreditation self-studies. Ironically, this very significant increase in full-time faculty duties and responsibilities has occurred precisely when the need for on-the-ground student contact has never been greater. Meanwhile, the percentage of full-time faculty has dropped well below the 75 percent mark,

according to the 2017 Student Success Scorecard, which places it at 55 percent overall. At the same time, part-time faculty are typically neither expected nor paid to participate in student support or governance activities. It is not hyperbole to conclude that the need for student centered instruction is being rapidly outdistanced by a Kafkaesque range of fiscal and clerical impediments that are more concerned with data bytes than student contact ([scorecard.cccco.edu/scorecardrates.aspx?CollegeID=000#home](http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=000#home)). Moreover, the growing list of reporting and student success challenges at America's community colleges is supported at a fraction of the budgetary level established for four-year colleges and universities. Against this backdrop of increasing demands while minimizing funding, local community college boards and administrators make tough fiscal choices with one outcome being a growing reliance on part-time faculty. Nationally, in 1969, part-time faculty comprised only 18.5 percent of the faculty workforce, a number that has grown by more than 300 percent from 1975 to 2011, comprising "more than 1.3 million people, or 75.5 percent of the instructional workforce."<sup>(40)</sup>

Across the United States, an increased reliance on part-time faculty is evident among all institutions of higher education with some for-profit colleges going as far as excluding tenured/tenure track positions altogether, even to the extent that their programs have no full-time faculty at all.<sup>(29, 30, 41, 42, 43, 53, 58, 59, 60)</sup> This is at a time when the Bureau of Labor Statistics reports, "Employment of postsecondary teachers is projected to grow 13 percent from 2014 to 2024, faster than the average for all occupations."<sup>(16)</sup> In 2011, Carla Weiss and Robert Pankin wrote that the "increasing use of part-time and contingent faculty from approximately 20 percent in the early 1970s to 70 percent today represents the surface evidence of a major change in higher education."<sup>(69)</sup> Finally, full-time tenured faculty positions, in decline among many of America's postsecondary institutions for decades<sup>(5, 32, 41, 59, 65)</sup> and to a lesser extent within the California Community College system,<sup>(58, 59)</sup> if preserved and strengthened, can help ensure the faculty/student interaction so essential to the breadth, depth, and intellectual dynamism of an institution and the success of its students.<sup>(14, 21, 24, 29, 32, 33, 35, 38, 56, 64)</sup>

Clearly, a full-time faculty workforce costs money, but this paper argues that while there are up-front salary and benefits cost savings associated with the hiring of part-time faculty,<sup>(25, 29, 39, 50, 55)</sup> the exchange of full-time faculty majorities for part-time faculty offers a false economy, one that fails to differentiate between "cost savings and cost effectiveness."<sup>(56)</sup> An economy based on short-sighted expediency could seriously hamper California's ability to honor the promises made by policy makers in areas concerning basic skills preparation, Career Technical Education (CTE), four-year degrees, and student success in general.<sup>(19, 29, 30, 32)</sup> In sum, if the California Community College system is to faithfully discharge its duties to California's students, it must prioritize and provide sustainable funding to increase faculty/student contact for both full- and part-time faculty.

In California, all faculty must meet the same minimum qualifications per Education Code (§§87350-87360); therefore, part- and full-time faculty are equally qualified, and the literature argues complementary points about each. First, a strong, majority presence of full-time tenured faculty provides the basis for an essential continuity among curriculum design, instruction, and student mentoring, all of which contribute to improved persistence, completion, and transfer rates.<sup>(14, 29, 32, 33, 35, 38, 56, 62, 65)</sup> Second, a stable population of part-time faculty, compensated for office hours and formal participation in college governance and provided with parity levels of compensation and benefits together with due process job security, allows full- and part-time faculty to coalesce in a unified approach to furthering the general success of the institution and its students.<sup>(21, 24, 26, 27)</sup>

With the many recent changes in the mission, significant changes in student demographics and an ever-expanding litany of fiscal constraints on higher education in general, one may reasonably inquire how America's community college students are doing. Outcomes-based assessments look for the answer in such metrics as certificates and degrees, transfers to four-year institutions and universities, and whether graduation numbers are sufficient to keep pace with the expanding demands for college educated employees. But definitions of student success are complex and not in short supply. Some require that every student pass every course at a predetermined standard of achievement. Others include issues of persistence, completion, and institutional support for measurable goals. Still others take into account student accomplishments that follow upon their community college experience, the achievement of certificates, diplomas, apprenticeships, licenses, and the securing of gainful employment.

Answers to these questions vary with the metric. While percentages involving persistence and completion differ with age, gender, language orientation, and diversity, it is critical to note that disappointing measures of student success across the country correlate with the extraordinary shift in instructional load from full- to part-time faculty that has occurred over the past three decades. The literature concludes that students succeed in greater numbers when graduating from institutions with more full-time faculty.<sup>(4, 24, 40, 65)</sup>

While a broad variety of data can enrich and inform higher education's continuous efforts toward improvement, this paper will not engage in the debate over metrics except to observe that student success begins with the initial benefits derived from highly engaged faculty/student contact. According to the research reviewed in this paper, it is from this essential and historic relationship that everything else follows.<sup>(32, 36)</sup>

**PART II:  
CALIFORNIA COMMUNITY COLLEGES**

## PART II: THE CALIFORNIA COMMUNITY COLLEGE SYSTEM

### *The Context*

The California Community Colleges (CCC), with its 114 colleges in 72 districts, is somewhat unique among other community college systems in the United States due to its semi-decentralized structure. The California system operates within a well-coordinated framework of interconnected districts governed by locally elected boards of trustees with each college and district having its own administrative structure. The State Chancellor's Office oversees the system under the authority of a Board of Governors who are governor-appointed. But state level oversight does not translate into control of the local districts and colleges. Instead, the CCC is subject to considerable legislative direction and control through the California Education Code, and the state Board of Governors and Chancellor's Office compose regulations, policy, and guidelines for the system's districts and colleges to implement Education Code mandates.

Instruction in the system's colleges is in the hands of full- and part-time faculty who must meet minimum qualifications defined by specific degrees and professional certifications. These faculty comprise an interconnected network of local academic senates and curriculum committees that coordinate actively with other system-level representative organizations including the California Community Colleges Chancellor's Office (CCCCO), the Community College League of California (The League), California Community College Chief Instructional Officers (CCCIO), the Research and Planning Group for California Community Colleges (RP Group), the Faculty Association of California Community Colleges (FACCC), the State Academic Senate for California Community Colleges (ASCCC), and the Student Senate for California Community Colleges (SSCCC). Add to these the Chief Executive Officers (CEOs), Chief Instructional Officers (CIOs), Chief Student Services Officers (CSSOs), CTE and Economic Workforce Division, Student Learning Outcomes Coordinators, Accreditation Liaison Officers (ALOs), researchers, and curriculum chairs, and one begins to see an integrated system that is highly representative and remarkably complex.

System wide academic planning and decision-making is grounded in the Education Code's provision for "primary reliance" upon faculty for a list of 10 specific academic areas of responsibility and a wider framework of "academic and professional matters" (California Education Code Section 70902 (b) (7)). These are known as the "10 plus 1" areas of primary reliance under the purview of the local academic senates.<sup>(2)</sup> In addition, faculty also have considerable authority over working conditions in the colleges under the California Labor Code via the Educational Employee Relations Act (EERA) of 1977, which gave faculty the right to bargain collectively. Given the comprehensive and complex structure of the California Community College system and the considerable role faculty play, the obvious question remains: does such a thorough and well-integrated system lead to student success? The answer is a resounding YES and NO!

One six-year study by the National Clearinghouse, which encompassed the recent 2007-09 Great Recession wherein the CCC turned away one-half million students, reported that only 26.5 percent of America's community college students completed degrees or certificates from their starting institution within six years.<sup>(27)</sup> In contrast, the California State Chancellor's Office 2015 Student Success Scorecard indicates an overall 46.8 percent of degree, certificate, and/or transfer-seeking students (starting in 2008-09



and tracked for six years through 2013-14) completed a degree, certificate or transfer-related outcome (<http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2015-State-of-the-System-Report-ADA-Web.pdf>).

More recently, according to the CCC Chancellor's 2017 Student Success Scorecard, 78 percent of "college prepared" students attained their goal of earning a certificate, a degree, or transferring. The overall percentage for completion was 75.9 percent, as compared to America's community colleges six-year nationwide average of 39 percent (<https://www.insidehighered.com/quicktakes/2015/03/09/community-college-enrollment-and-completion-data>). What is revealed by these percentages is generally applicable to all of higher education: college prepared students are significantly more likely than their unprepared or underprepared counterparts to achieve their higher educational academic goals. The issue at hand, therefore, is that a majority of CCC students who are not fully prepared for college-level work would benefit from and be more likely to succeed with substantial and regular contact with faculty.

In a system the size of the CCC, a lack of student persistence and success translates into a massive toll of discouraged lives, unrealized potential, and under-supported industries, nothing less than a failure to engage the talents and aspirations of millions of people. The CCC is the largest higher education organization in the United States, serving about 20 percent of America's community college students. When combined with the California State University and the University of California, California's public higher education system supports the education and career aspirations of approximately 10 percent of the nation's college and university students. Because the CCC is centrally positioned between California's enormous K-12 and university systems, it also encompasses a broad range of goals specific to a diverse student body, the workforce, an educated citizenry and, ultimately, California's state economy.<sup>(13, 21, 26, 33, 35, 39, 49, 66)</sup>

Unlike California's massive university systems, as much as 80 percent of CCC's students are not prepared for college ([edsources.org/2017/panel-endorses-bill-aimed-at-reducing-number-of-college-students-in-remedial-classes/580409](http://edsources.org/2017/panel-endorses-bill-aimed-at-reducing-number-of-college-students-in-remedial-classes/580409)). Many are first generation college students who work, have family obligations, and live on subsistence wages. Thus, while federal, state, and local interests are focused on creating seamless interconnecting systems of instruction, counseling, advising, planning, accountability, institutional training, and supportive agencies, because of the aforementioned challenges students face, there is an increasingly urgent need to improve support for students at the level of their daily experiences on campus both in and outside the classroom. Most students' community college experience is challenging and often conflicted with aspirations and doubts as they negotiate the terra incognita of higher education, placing themselves in the hands of student services and participating in the high stakes expectations of classroom activities, assignments, and assessment. Among the primary reasons why students drop out are conflicts with professional, personal, and/or family commitments. "While 65% of students who drop out plan to return, only about 38% do return." In a system that supports faculty/student contact, such life altering decisions need not occur in isolation and without informed advice. The above reference goes on to say that 54 percent could not balance work and classes while 31 percent could not afford college. Sixty percent are enrolled part-time, thus "limiting their financial aid and benefit options, including access to health care." And most disturbing, "30% of students who drop out still must repay student loans." ([cccompletioncorps.org/why-students-drop-out](http://cccompletioncorps.org/why-students-drop-out))

At present, the CCC is committed on a number of fronts, most laudably in its determination to improve persistence and completion rates. In addition, the CCC Chancellor's Office (CCCCO) has stated

its intention to increase enrollments by more than a million students over the coming decade, regulate the exponential expansion of distance education (28 percent of U.S. postsecondary students, according to the Babson Survey Research Group), add new four-year degrees to the mission, and better serve the employment needs of growing private and public work sectors. With all of the above, a persistent question remains: how can the CCC address the reality that with every passing year, a million or so students find college daunting and at times irrelevant as they struggle to meet their daily obligations in the “real” world. Compound this with the fact that so many community college students arrive on campus underprepared, if a community college system—no matter how well conceived and aligned with internal and external measures—does not actively engage its students, it will not achieve high levels of success, persistence, or attainment of student goals.

Given all of the system wide preparations to better serve students, it is important to recognize the reality of the students themselves. Are they encouraged to feel welcomed along the way? At many campuses, there are student clubs, societies, associated student governments, fraternities and sororities, scholarship societies, organized sports, student publications, and any number of opportunities for students to find connections to one another and their colleges. There are also learning centers, computer labs, and tutors available in many instances, plus student activity centers and study groups. With all these support services, why aren't student success rates higher? A momentary thought experiment may help to provide insights.

Imagine a student arriving at a setting that heightens feelings of inadequacy. Given limitations with language and computer skills, the high stakes, unfamiliar and time-consuming demands of the classroom, a likely preoccupation with financial and familial concerns, and the lure of an extracurricular life that competes with the demands of the classroom, he or she might feel like an outsider in a foreign culture where organized social activities are time-consuming distractions and perhaps socially awkward or demeaning. Our student may even feel unwelcomed, no matter the number of available activities and support systems.

Anyone who teaches or counsels knows that students serve many masters, often holding multiple part-time, minimum wage jobs and having a range of commitments that they must balance against family obligations. The likelihood of their joining clubs or even availing themselves of academic tutoring is at issue. Being somewhat persistent in class attendance is the best that many students may be prepared to accomplish. While one would hope that peer support could actively intervene, student peers are often themselves dealing with their own demands, and, as with all students, even the peer mentors require support and guidance from members of the faculty, the true face of the institution.

When students do not attend regularly or avail themselves of support services, their work suffers, and the cumulative discouragement, if not resentment, can result in the abandonment of their initial aspirations, as evidenced by the system's low completion rates.

Now also imagine that student's journey as it unfolds in a scenario where some or even all of the instruction and support services they receive come from part-time, often temporary employees who are subject to the exact same emotional and life challenges their students are facing.

Given the traditional and historical role of the faculty/student relationship and the faculty's singular importance in the life of the student, the faculty contribution to student success should dominate our

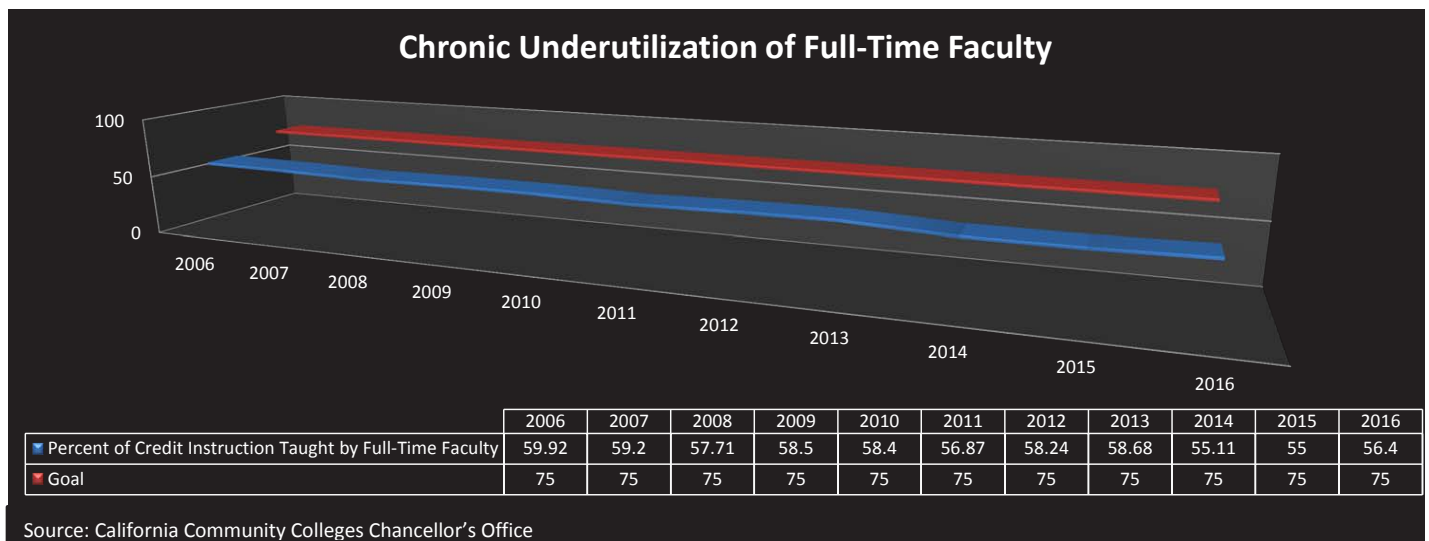
focus. This paper considers full- to part-time employment ratios, areas of responsibility and authority, and contributions to a comprehensive and evolving curriculum – one that is articulated through all segments of higher education. How can faculty best contribute to student success, and how can state and local districts allocate resources to maximize student outcomes when these results are inextricably tied to the issue of the full- to part-time ratio and the declining ability of students to interact on a regular basis with fully supported faculty?

### Full-Time Faculty

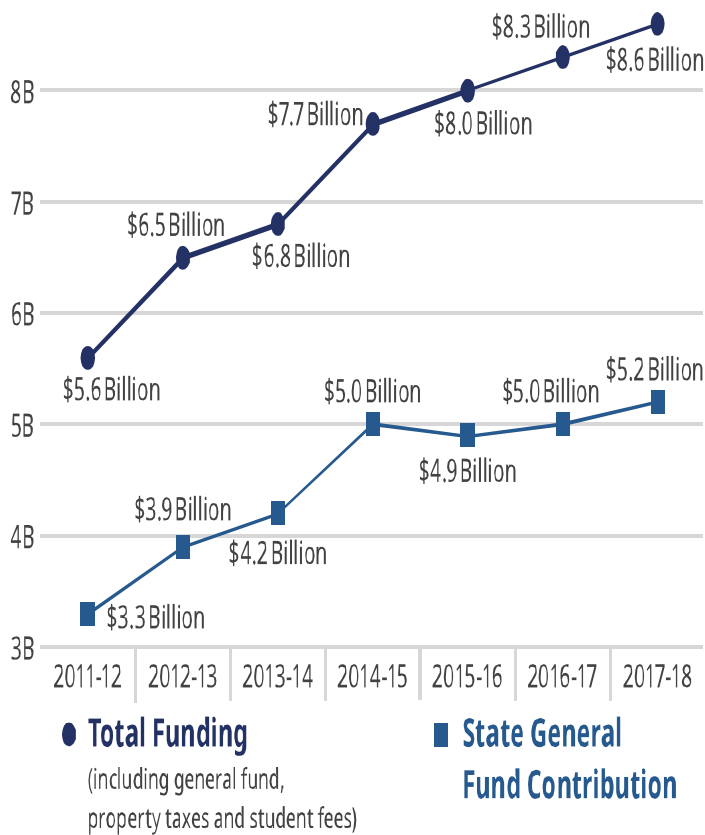
In 1988, the California legislature passed Assembly Bill 1725,<sup>(2, 10, 49)</sup> which was meant to move the community college system away from its ties to K-12 and closer to its fellow higher education segments, the California State University and the University of California. Central to this effort was the change in minimum qualifications for community college faculty from the Adult Teaching Credential to a master’s degree in the instructional discipline. The bill also described an elaborate “program-based funding” model under which ideal standards were set for the programs essential to a community college, ranging from facility square-footage to its number of full-time faculty.

With respect to the ideal number of full-time faculty, the system adopted a goal that 75 percent of all credit units taught should be in classrooms instructed by full-time faculty. Under the “10 plus 1” areas of primary reliance, these faculty would be of sufficient number to preside over curriculum, certificate and degree requirements, grading, educational program development and review, accreditation, and the like, including the hiring and tenure review of future faculty.<sup>(2)</sup>

The 10 plus 1 and AB 1725 make it clear that faculty have a legal right and obligation to make decisions about professional and educational matters through a process formally known as collegial consultation, and this includes ensuring a participatory consensus for governance and fiscal decision-making. However, fiduciary authority remained with administrators and ultimately with local boards. While the 10 plus 1 and AB 1725 represented high ideals of service to students and the state’s workforce, the strain of limited resources tested the commitment of the state and the system to the ideals outlined under



## CALIFORNIA COMMUNITY COLLEGES FUNDING



Source: California Community College Chancellor's Office State of the System Report

percentage of full-time instructional faculty from slipping backward. There was no means for making progress toward the 75 Percent Goal unless funding was specifically allocated for this purpose, and the most recent system-wide review of this goal in 2005 reported a drop in the full-time faculty percentage to 62.2.

In 2006, the “program-based funding” formulas of AB 1725 were scrapped in favor of a model based on FTES instituted under SB 361, making it even less likely that funding would be provided for additional full-time faculty positions in the CCC. In fact, during the 2007-09 Recession, significant slippage occurred. A FACCC analysis ([http://www.faccc.org/wp-content/uploads/2014/09/faculty\\_profile\\_report2012.pdf](http://www.faccc.org/wp-content/uploads/2014/09/faculty_profile_report2012.pdf)) of the Chancellor's Office Data Mart<sup>(19)</sup> information for 2012 indicates that only 56 percent of student contact hours involved full-time teaching faculty, dropping well below the 60+ percent reported before the recession and nearly 20 percentage points below the 1988 goal of 75 percent. As a result, \$62 million was included in the 2015-16 CCC budget to fund additional full-time faculty positions. Such a commitment to the expansion of full-time faculty positions must become an ongoing component of the state's support of student success. It should be noted, too, that a similar goal must also be applied to noncredit instruction in the community colleges.

program-based funding. Funding for full-time tenure track faculty lost out in competition with other needs when local budgets shifted in response to an ever-uncertain statewide financial support.

At the time AB 1725 was passed, 63.1 percent of community college instruction was in the hands of full-time faculty, but after the first two years following its passage, the flow of this legislation's “program improvement funding,” some of which was targeted for making progress toward the avowed 75 Percent Goal, dried up due to the economic downturn of the early 1990s and never returned.

<sup>(22)</sup> From this point forward, “growth funding” money meant to accommodate the growth in the student population, was the only mechanism remaining for increasing the number of full-time faculty positions. This “growth” increase, allocated proportionate to the additional number of full-time equivalent students (FTES) at best served only to keep the

## *Part-Time and Noncredit Faculty*

A study undertaken in the State of Washington found “31.2% of a community college faculty member’s compensated time is devoted to teaching. The remainder is allocated to such activities as professional development and scholarship, administration, institutional governance, and community and campus service.” Given California’s more complex participatory governance responsibilities, more extensive mission, and greater level of diversity among its students, one should rightly assume an even greater percentage of service beyond the classroom throughout the CCC.<sup>(57)</sup>

In this regard, a ground-breaking State Auditor Report released in June 2000, “California Community Colleges: Part-Time Faculty Are Compensated Less Than Full-Time Faculty for Teaching Activities,” theorized that out of a hypothetical 40-hour workweek, full-time community college instructors spent 30 hours on classroom instruction and assessment and provided on average five hours of office hours per week. The report reasoned that 35 out of 40 hours represents 87.5 percent of full-time faculty work that is related directly to classroom instruction, and the remaining 12.5 percent “... is assumed to be for non-teaching activities, such as curriculum development and committee work, which part-time faculty are generally not required to perform.” This State Auditor Report was conducted at a time when the system was debating part-time faculty compensation “parity”—equal pay for equal work—and line items were added to the state budget for funding part-time faculty office hours, medical benefits, and compensation parity. Regardless, many part-time faculty had been donating unpaid office hours for years as well as other services like CTE articulation and curriculum development in an effort to support the needs of their students.

As indicated throughout the annotated references that conclude this paper, both the literature and common sense suggest that a fully supported part-time faculty would increase student success, persistence, and achievement of educational goals.<sup>(5, 8, 12, 15, 16, 26, 29, 30, 32, 35, 38, 56)</sup> In the spirit of its current emphasis on student success, it is time for the community college system to implement a strategy for fully supporting its part-time faculty. Part of this strategy should include a renewed commitment to achieving compensation parity for part-time faculty. The State Auditor’s 87.5 percent estimate provides a reasonable starting point for discussions about a system-wide part-time faculty parity goal. With compensation parity, part-time faculty would be better enabled to provide their share of faculty/student interaction because achievement of this strategy would have an added benefit of reducing the amount of “freeway flying,” the phenomenon of part-time faculty traveling through different districts to make ends meet. If the CCC were to decide to meet its 75 percent full-time faculty obligation, part-time faculty would also have expanded opportunities to land full-time job, as fully three quarters of all part-time faculty are desirous of full-time faculty positions.<sup>(25)</sup>

Since the Legislature began to fund the restructuring of adult education in 2014 through the implementation of AB 86, the system has been supporting the growth of its noncredit programs to provide pathways for immediate employment, development of English language skills, promote good citizenship, and encourage potential credit students. Noncredit education has different minimum qualifications for its faculty and offers courses that do not confer credit; however, it is a vital and often the only pathway upwards for many adults, at least initially. Thus, it is of primary concern that there be a sufficient presence of full-time tenured/tenure track noncredit and credit faculty available to help create pathways linking students to college resources and, where appropriate, to courses that award full credit. A full-time fac-

ulty standard similar to the 75 Percent Goal for credit courses should be applied to noncredit programs along with the means to accomplish that goal. In addition, parity must apply to both credit and non-credit part-time faculty. In the long run, more cohesive and unified approaches serve not only students, but institutions as well.

### *Accreditation and Increased Faculty Participation*

When the ACCJC adopted the 2002 Accreditation Standards,<sup>(3)</sup> it instituted a dramatic revision in accreditation requirements, motivated largely by federal Department of Education requirements. Whereas the ACCJC previously had 10 Standards that focused on compliance with required inputs (having all the necessary policies, provisions, and processes in place to meet established minimums for institutional viability), the four new Standards focus on the creation and assessment of outcomes in all institutional departments and programs. The enormity of this shift is difficult to exaggerate. Suddenly colleges had to legitimize their efforts and effectiveness in unprecedented ways to adapt to the new accountability requirements.

Within several years, one-third of CCCs were on some form of sanction.<sup>(3)</sup> Compton Community College lost its accreditation, and City College of San Francisco was threatened with closure. As never before, faculty had to step forward to create and measure Student Learning Outcomes (SLOs) and work with administrators to align student, course, program, and institutional outcomes with local missions and the needs of an increasingly diverse student body. These institutional demands significantly increased faculty workload, including the need to remain current in one's field, to develop collaborative pedagogies, especially with respect to basic skills but universally applied through linked courses, learning communities, and online modalities, in addition to intensified shared governance duties and committee work.<sup>(2, 3, 18)</sup> Many of these new challenges coincided with the onset of the Great Recession in 2007, which led to an increased enrollment demand precisely at the time when the state reduced the CCC budget and classes were cut. It is a great tragedy that during this period of both major challenge and great promise, the system was forced to turn away one-half million students. With regard to Compton, the primary author of this paper led an ASCCC team that worked at the college to help update curriculum and accreditation documents. Compton was illustrative of a fully committed faculty whose community outreach and student support exceeded anything that could be described by outcomes-based data. Nevertheless, due to Board of Trustees malfeasance, the college lost accreditation status, which in turn, weakened a college that was bedrock resource to a stressed and diverse community.

In 2014, these Accreditation Standards were revised, presenting a new set of challenges. The new Standard II.A.2 says that faculty, "including full-time, part-time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations." This Standard also calls for faculty to "continuously improve instructional courses, programs, and directly related services through systematic evaluation."<sup>(3)</sup> Additionally, Standard III.A.8 says, "The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution." The CCC system must reinvest in both its full- and part-time faculty, who together are primarily responsible for increasing student success and meeting the new accreditation standards.

Now in 2017 accreditation reporting continues to evolve, possibly to include a realignment of accreditation agencies, and faculty, in addition to their classroom duties, must continue to remain current and actively involved.

### *The Student Success Initiative*

Another recent development that increased the demand for faculty participation is the 2012 Student Success Act, designed to make the CCC more efficient. While passage of this measure laid the path for greater funding of support services, it also implemented enrollment rules that impede student choices under the guise of promoting success. The bottom line is that it made it harder for students with academic difficulties to remain in college.

In addition to restructuring student support services and their funding, further accountability is required through the implementation of a Student Success Scorecard documenting completion rates and other data for each college. The Scorecard divides student data into categories of age, ethnicity, and gender, while measuring basic skills performance as well as completion and persistence data – all intended to reduce achievement gaps between underprepared and college-ready students. While the intention is to offer students a clearer, more certain path to reach their goal, it ignores the fundamental ingredient of faculty to student contact.

In essence, faculty roles and responsibilities have significantly multiplied and increased. Faculty teach, counsel, advise, create and manage curriculum, oversee library systems, participate in institutional governance, contribute to program reviews, manage new four-year CTE degrees, and work on accreditation self-studies. In recent years, the rise in online education and such technological advances as smart boards, tablets, cell phones, clickers, and computer-assisted pedagogies have had a direct impact on the classroom and teaching profession. Within this milieu of challenges and changes, CCC faculty have remained current in their areas of scholarship and stepped up their professional involvement at colleges throughout the system. While the Student Success Act has demanded more faculty flexibility and innovation in the classroom, library, and counseling arenas, faculty have also been increasingly responsible for institutional viability and accountability.

Though the demands on faculty have increased in both accountability requirements and new initiatives, the system and/or the state has continually failed to fully support obligations to faculty that are essential to meeting the educational needs of California's community college students. This remains the glaringly absent piece of the puzzle necessary for whatever metric is embraced to describe "student success." From a macro perspective, the CCC system has striven to achieve the following within the past half-dozen years: construct an efficient and responsive culture that involves all stakeholders, establish reporting and training responsibilities, add significant new degree and workforce components, regulate the expansion of online instruction, and increase the responsibilities of counselors and librarians. As faculty have become involved in all of these initiatives and reform efforts, they have become less accessible to students. This shift in the scope and breadth of the faculty workload demonstrates the necessity of tackling this issue.

What follows is a partial list of activities typically reserved for full-time faculty. Many are considered part of a full-time faculty member's duties, but when an individual's workload grows, there may be some additional compensation in the form of a stipend. When the workload is extensive, especially for duties that are administrative in nature, full-time faculty may be reassigned from their full teaching load to complete tasks such as the following:

- Hold office hours
- Interact with students and colleagues outside of office hours
- Sponsor student clubs and organizations, scholarship societies, and student publications
- Participate in comprehensive, institution-wide student mentoring
- Participate in team-teaching and peer mentoring
- Participate in the screening and hiring of faculty, administrators, and staff
- Participate in the evaluation of faculty, especially with respect to tenure review
- Chair and participate in college governance committees
- Chair and participate in accreditation committees
- Participate actively in program review processes
- Participate in the accreditation-required program improvement cycle of assessment, planning, budgeting, and review
- Serve as a department chair/scheduler
- Serve as an SLO Coordinator
- Develop and participate in ongoing professional development events
- Chair and serve on statewide governance bodies and other professional organizations
- Develop and implement new curriculum and pedagogies

Whether these activities involve some form of additional compensation or not, they take full-time faculty away from their primary responsibilities in the classroom. In contrast, part-time faculty are usually expected to focus solely on classroom instruction. They do not have the same flexibility of free time to participate in these additional activities and are usually not compensated for these activities. While colleges overly rely upon part-time faculty to save money, the cost savings to the college are arguably outweighed by the loss of faculty contact with students.



## *Over-Reliance on Part-Time Faculty*

Unfortunately, progress toward a more student success oriented use of part-time faculty and the compensation to go with it has been slow. In fact, during the Recession of 2007-09, the proportion of part-time faculty employed in the CCC has increased and progress has slipped with respect to the system's goal of 75 percent of instruction taught by full-time faculty. In 2014, two part-time faculty studies at the College of the Sequoias examined system employment data and found that in "California, 68.9% of faculty at community colleges are part-time/contingent faculty, while only 31.1% of faculty are full-time. This is the highest percentage of associate faculty working at California Community Colleges in over three decades." Stated in terms of the 75 Percent Goal, "In 2012, 56% of all classes were taught by full-time faculty, while 44% were taught by part-time faculty,"<sup>(63)</sup> down from the 60+ percent reported prior to the Recession. While figures will vary somewhat due to different calculation formulae, all sources demonstrate a steady decline relative to 75 percent. Regardless of efforts toward compliance with the 75 Percent Goal, it is imperative that all faculty, full- and part-time alike, have the training and necessary resources to better help students achieve success. In effect, a college economy dictated by financial expediency could seriously hamper California's ability to honor the promises made by policy makers in basic skills preparation, Career and Technical Education (CTE), four-year degrees, and student success in general.<sup>(26, 35, 36, 38)</sup> In November 2015, The Chronicle of Higher Ed's International Reporter, Karin Fischer, offered the following analogy:

*No one expects K12 schools to be able to educate students with teachers who come for part of a school day and then leave. No one expects the research mission of the University of California to be met by parttime [sic] researchers with no benefits or job security. Why anyone would imagine that California's most diverse student population can be educated at qualitatively higher rates by a workforce where 40% are paid a substandard wage and enjoy no benefits or job security is hard to comprehend. On the other hand, the costs to the state of California of not doing better are even more troubling to imagine.<sup>(36)</sup>*

Presently, while administrators and faculty work together to recover from the Great Recession and strive to broaden the CCC provision of services to improve outcomes reportage, it is vital that policy makers recognize the essential importance of tenured full-time faculty in helping to build and sustain the CCC's ability to successfully serve California's students and workforce, even through the most challenging of circumstances. Indeed, tenured full-time faculty across the U.S. have been instrumental in creating an array of higher education institutions that in many instances remain the envy of the world. Unfortunately, the number of full-time positions are presently in sharp decline nationally,<sup>(5, 35, 43, 63)</sup> and California Community Colleges remain far below the 75 Percent Goal contained in statute and embraced by the system.

Nowhere is the diminished-to-nonexistent role of full-time tenured faculty more obvious than in for-profits that narrow their curriculum for the sake of expediency and profit while students drop away in unprecedented numbers, often deeply discouraged, perhaps never to attempt higher education again. The cost is substantial to students and society. According to a March 25, 2015, report on CNN Money ([money.cnn.com/2015/03/25/investing/university-of-phoenix-apollo-earnings-tank/index.html](http://money.cnn.com/2015/03/25/investing/university-of-phoenix-apollo-earnings-tank/index.html)) entitled "University of Phoenix Has Lost Half Its Students," "[f]or-profit colleges only enroll roughly 12 percent of the country's students, but students at for-profit colleges accounted for about half of student

loan defaults in 2013.” President Obama, in a question and answer session at the State University of New York at Binghamton in August 2013, said:

*[T]here have been some schools that are notorious for getting students in, getting a bunch of grant money, having those students take out a lot of loans, making big profits, but having really low graduation rates. Students aren't getting what they need to be prepared for a particular field. They get out of these for-profit schools loaded down with enormous debt. They can't find a job. They default. The taxpayer ends up holding the bag. Their credit is ruined, and the for-profit institution is making out like a bandit. That's a problem.*<sup>(32)</sup>

The importance of community college student contact with faculty is evident when one understands that precisely while America's post-secondary success rates are dropping relative to other industrialized countries, the system is producing more students with advanced degrees overall ([www.oecd.org/education/skills-beyond-school/48631582.pdf](http://www.oecd.org/education/skills-beyond-school/48631582.pdf)).

While for-profits, such as the now defunct Corinthian Colleges, are clearly failing their students at unprecedented rates, any system that relies primarily upon part-time faculty runs the risk of failing its students. In her 2013 article, “Changing Faculty Workforce Models,” Adrianna Kazar reported that the growing influence of a corporate model in higher education nationwide over the past three decades has resulted in governing boards becoming filled with corporate leaders who want to “consider new employment arrangements. [And recent surveys show] 17% of presidents said they would eliminate tenure, 11% would hire more adjuncts, 38% would increase teaching loads, and 66% preferred long-term contracts over tenure appointments.”<sup>(45)</sup> Applied system-wide, the likelihood is that curriculum would fall prey to local designs that would run afoul of complex transfer and degree pathways and negatively impact its ability to provide a fully rounded education.

Psychology professor, educational researcher, and author of many articles and presentations on the relationship of faculty contact to student success, Joe Cuseo, compiled a list of faculty/student activities outside the classroom that produced positive student success outcomes: faculty participation in new-student orientation, faculty interaction with students at receptions, faculty/student contact on college committees, faculty/student research teams, joint conference presentations, and the like. Other possibilities Cuseo notes include the scheduling of office visits/conferences with individual students or small groups, independent studies, fieldwork, internships, and ESL-linked transitional courses. He provided a lengthy list of researchers who support the relationship between students and faculty as a key to student success and quoted researcher Vincent Tinto, “Institutions with low rates of student retention are those in which students generally report low rates of faculty/student contact. Conversely, institutions with high rates of retention are most frequently those which are marked by relatively high rates of such interactions.”<sup>(29)</sup> Research by both Cuseo and Tinto concludes that faculty/student contact is a greater influence on student success than anything else that the institution can provide.

In the March 2016 issue of *The Community College Daily*, Ellie Ashford reported on the rare occasion that \$62 million was included in the 2015-16 state budget for the hiring of full-time tenured faculty throughout the colleges and how it should result in some 660 new full-time positions. The article opens with a statement made by Deputy Chancellor Erik Skinner declaring that “full-time faculty are the fabric that holds a campus together. They help us support the function of a campus. They handle administrative as well as instructional work, and they're available to students to provide guidance, support, and

counseling.”<sup>(9)</sup> According to CCC leadership, faculty are a worthy investment. Regular infusions of on-going funding will help the CCC make progress toward its 75 Percent Goal and thus, its student success goals.

Further support for the importance of full-time tenured faculty is found in the writings of the late Norton Grubb who advocated that faculty must reach beyond the classroom and think institutionally about how best to utilize existing resources to envision policies rather than be subjected to them.<sup>(38)</sup> Grubb said that, with the connection of full-time tenured faculty to student success, the challenge is for faculty to use their positions and governance roles to work with students and administrators to achieve truly vibrant and interactive academic communities that center around the aspirations and needs of every generation of students.

Educational researchers, P.D. Umbach and M. R. Wawrzynski concluded, “Our findings suggest that students report higher levels of engagement and learning at institutions where faculty members use active and collaborative learning techniques, engage students in experiences, emphasize higher-order cognitive activities in the classroom, interact with students, challenge students academically, and value enriching educational experiences.”<sup>(68)</sup> Full-time faculty are essential to creating the kind of institution envisioned: one in which faculty and students share significantly in the process of inquiry and learning. In politically divisive times, greater attention is being placed on civic education, opportunities for volunteerism, the ethical use of sources, and the extracurricular climate to which undergraduates are exposed.<sup>(62)</sup> All such considerations require the participation of a unified and cohesive academic experience that can only be provided by fully engaged and available faculty.

While part-time faculty are as prepared and professional as their tenured/tenure-track colleagues, they are constrained by difficult circumstances that do not always allow them to spend as much time with students as their full-time colleagues. The literature argues that a strong majority presence of full-time tenured faculty provides essential continuity between course design, instruction, and student mentoring, all of which contribute to improved goal completion and transfer rates.<sup>(14, 15, 32, 35, 36, 37, 41, 66, 69)</sup> At the same time, part-time faculty must be empowered and compensated to perform all faculty duties that lead to student success. If fairly compensated and fully supported, part-time faculty will help safeguard the breadth, depth, and intellectual dynamism of the CCC’s academic standards and the positive impact that its instructors, counselors, and librarians have on the lives of students.<sup>(14, 15, 22, 26, 32, 34, 35, 36, 37, 41, 68)</sup>

Today’s CCC faculty, both full- and part-time, instruct 80 percent of California’s firefighters, law enforcement personnel, and emergency medical technicians, 70 percent of California’s nurses, 51 percent of CSU’s graduates, and 48 percent of UC’s bachelor’s degrees in science, technology, engineering and mathematics. Forty-two percent of California’s military veterans receiving GI educational benefits attend CCC workforce training.<sup>(64)</sup>

Although teaching, assessing, and bureaucracy are essential to the CCC system’s success, the central component of the faculty/student interaction remains the most vital contributor to students’ ability to define and achieve their goals – those which extend beyond career preparation to quality of life itself. When institutional structures make room for and value human exchanges, students and faculty create and accomplish goals together within a learning-centered environment.

California Community Colleges can and should be places where students can point to those rare guides who inspire them to new heights—places where students and faculty can create new futures that enrich the lives of students and faculty within and beyond the walls of our colleges.

### *Diversity and Student Success*

While faculty/student interaction is essential for student success, research on achievement gaps illustrates further that greater success is achieved when students from underrepresented groups work with faculty who share their race and/or ethnic background. A study conducted at De Anza College makes this point:

*We find that minority students perform relatively better in classes when instructors are of the same race or ethnicity. Underrepresented minority students are 1.2-2.8 percentage points more likely to pass classes, 2.0-2.9 percent less likely to drop out of classes, and 2.4-3.2 percentage points more likely to get a grade of B or higher in classes with underrepresented instructors. All of these effects are large relative to achievement gaps, representing 20-50 percent of the total gaps in classroom outcomes between white and underrepresented minority students at the college. We also find relative effects on grades of roughly 5 percent of a standard deviation from being assigned an instructor of similar minority status. Taken together with the large class dropout interaction effects, these impacts are notably larger than those found for gender interactions between students and instructors at all levels of schooling.<sup>(34)</sup>*

This paper is a primary resource motivating a current CCC determination to become a system that looks like its users by improving college recruitment practices to include more faculty candidates from underrepresented groups.

The CCCCO 2016 ADA report ([cccoco.edu/Portals/0/Reports/2016-SOS-Report-ADA.pdf](http://cccoco.edu/Portals/0/Reports/2016-SOS-Report-ADA.pdf)) indicates that the largest participation by race/ethnicity identifies as “Multi-Race.” The report goes on to demonstrate that while the raw numbers for transfer rates are improving, persistence rates over the past five years are 3.3 percent, little more than a flat-line. For many years, the system has required colleges to maintain Equal Employment Opportunity (EEO) plans, but the importance of this effort was given special emphasis and additional funding in the 2016-17 California budget year. The State Chancellor’s Office has instituted multiple method criteria to identify successful college EEO programs.

This emphasis on recruitment is important, but the system must also work to make a career in the CCC attractive to the candidates it hopes to recruit from underrepresented groups. A system in which the natural entry point for new faculty is a part-time assignment that pays little and has no job security will find it difficult to attract promising candidates who have other options. Candidates with families will look elsewhere if the compensation, whether for part- or full-time positions, cannot ensure a salary that allows them to live in the community where the college is located.

If the system is serious about diversifying its faculty, it is time to make real progress toward both the goal of having 75 percent of instruction taught by full-time faculty and making part-time faculty employment more viable in terms of salary, benefits, and working conditions. In this effort, it is also im-

portant to develop a reliable career path from part- to full-time tenured faculty employment. To make this successful, the part-time work experience would need to include participation in college governance and student support. When the CCC system restructures and funds part-time faculty employment to enable full participation in the same faculty/student interactions as full-time faculty, it will be better poised to achieve both increased levels of student success and a more diverse faculty workforce. “A study requesting faculty to rate characteristics for successful teaching at two-year colleges found that the most important quality or characteristic of successful community college instructors is a genuine interest in working with a diverse student clientele.”<sup>(59)</sup>

# **PART III: CONCLUSION**

## PART III: CONCLUSION

Today, legislators and policy makers have a unique opportunity to keep California at the forefront of a transformational experience for students who are most underprepared and economically disadvantaged. A guiding principle for this paper is that while California's various governmental budgetary systems are categorical and operate within a system of allotments and constraints, there is a larger general economy that should be taken into consideration. Where would a relatively modest infusion of funds provide the greatest return for the advancement of both California's general economy and for its residents? The non-ambiguous answer is a community college system with a substantive core of full-time tenured faculty and part-time faculty who are appropriately compensated for their participation in the life of the institution through the provision of job security, equitable salary, and respect for their services.

At minimum, a full complement of 75 percent or more credit and noncredit courses taught by full-time tenured teaching faculty, a sufficient complement of full-time counseling and librarian faculty, and full-service, involved part-time faculty is necessary to meet the diverse needs of California Community College students. The improvement in enrollment numbers, retention, and goal completion will be well worth the increased per-student funding required to achieve this vision. At the same time, the system would save money by reducing its spending on faculty recruitment, hiring committees, and part-time faculty orientation, training, and evaluation.<sup>(39)</sup> It would also benefit from a more diverse faculty, greater departmental and district cohesion, and deeper institutional memory at all levels. The literature shows that a renewed investment in faculty would increase the numbers of qualified students making progress toward their educational and career goals—a worthy investment that would yield genuine benefits to California and its residents, particularly when current data show that college graduates earn 66 percent more annually than high school graduates (<https://nces.ed.gov/fastfacts/display.asp?id=77>).

A growing body of research, both within and outside California's postsecondary systems, has established compelling correlations between faculty/student interactions and student success as defined by persistence, course/program completion, transfer rates, realization of personal goals, and professional advancement.<sup>(14, 15, 17, 22, 32, 35, 36, 37, 41, 67)</sup> The establishment of a full complement of full-time tenured faculty along with a fully supported part-time faculty is an investment in the unification of a more effective California Community College system. This investment in faculty would enhance student success by providing increased opportunities for vital, ongoing, formal, and informal faculty/student interactions.

The following annotated bibliography offers insights derived from a range of scholarly papers, writings published by professional organizations, and personal blogs. The reader will note that many of the pieces are provided by faculty, often by representatives of faculty organizations. College faculty are independent professionals and informed advocates for student success. As such, their articles and commentary deserve a serious reading. Community college instructors, counselors, and librarians spend their days working with students, assessing student work, attending to student-related issues, and thinking actively about how to better serve the diverse needs of individuals whose futures are shaped by their contact with faculty. One can only hope that today's policy makers will recognize the enduring roles and essential guidance that faculty provide in support of California's more than two million CCC students.

\* \* \*

# **ANNOTATED BIBLIOGRAPHY**



## ANNOTATED BIBLIOGRAPHY

1. Academic Senate for California Community Colleges (Fall 2006). "The Role of Noncredit in California Community Colleges." ([asccc.org/sites/default/files/Noncredit\\_2006.pdf](http://asccc.org/sites/default/files/Noncredit_2006.pdf)).

Noncredit courses within the CCC offer no academic credits, but they do confer knowledge in areas such as parenting, basic skills, ESL, citizenship, job-specific training, and the like. In 2006, noncredit generated about 10 percent of CCC enrollments, roughly 800,000 students per year.

2. Academic Senate for California Community Colleges. "Ten-Plus-One." Areas of Academic and Professional Matters for faculty oversight within the California Community Colleges. ([asccc.org](http://asccc.org)).

Commonly known as the "Ten Plus One" (as articulated in Title 5 of the California Code of Regulations, Section 53200 pursuant to Education Code Section 70902 (b) (7)), the following define "Academic and Professional matters."

- 1) Curriculum including establishing prerequisites and places courses within disciplines
- 2) Degree and certificate requirements
- 3) Grading policies
- 4) Educational program development
- 5) Standards or policies regarding student preparation and success
- 6) District and college governance structures, as related to faculty roles
- 7) Faculty roles and involvement in accreditation processes, including self-study and annual reports
- 8) Policies for faculty professional development activities
- 9) Processes for program review
- 10) Processes for institutional planning and budget development
- 11) Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

3. Accrediting Commission for Community and Junior Colleges (ACCJC). (<http://www.accjc.org/>).

The homepage for the ACCJC and a resource of Commission actions, history, and resources, including such as the text for 2014 Standard III A 7 and 8, (July 2015) contained within the Accreditation Reference Handbook. "The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission

and purposes (ER 14) 8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.”

4. Allison-Jones, Lisa L. and Hirt, Joan B. (2004). “Comparing the Teaching Effectiveness of Part-time and Full-time Clinical Nurse Faculty”. *Nursing Education Perspectives*, 25 (5), 238-264. Abstract: *Journal of Studies in Technical Careers*, 7, 143-152.

Abstract: “The purpose of this study was to compare the teaching effectiveness of part-time and full-time clinical nursing faculty. Results indicate that students rank part-time faculty as significantly less effective than full-time faculty on each of five categories measured by the Nursing Clinical Teacher Effectiveness Inventory and on the overall scale. These results are supported by the finding that there is no significant difference between student ratings of teacher effectiveness and the self-ratings of the teachers themselves.”

5. American Association of University Professors (AAUP), (Adopted 2003, Updated 2014). “Contingent Appointments and the Academic Profession.”

Tenure appointments are declining at “an alarming rate.” The report states that academic freedom in teaching, research, and service is at risk and declares academic freedom as a “fundamental characteristic of higher education, necessary to preserve an independent forum for free inquiry and expression, and essential to the mission of higher education to serve the common good.” The report examines the costs to academic freedom and student success due to overreliance on non-tenure track faculty. The report acknowledges that a small percentage of part-time faculty may bring narrow specialties to specific courses but goes on to say that community college appointment of 60 percent part-time with 35 percent in full-time positions that are off the tenure track is a situation virtually unknown in the recent past. The increased reliance on part-time faculty is also having a negative impact on gains made by women in the academy. Where women were accomplishing an increased role in gaining tenure track positions, this comes at a time when full-time tenured positions are declining. Also, as growing budget constraints and higher tuitions and fees increase, priorities shift from instructional budgets in favor of physical plants, new technologies, upgrades, administration, and the hiring of part-time faculty instead of full-time tenure track. Results, according to the AAUP study, include diminished student learning, weakened faculty governance, hampered academic decision making, and an overall degradation of academic quality in terms of disciplinary quality, currency, and depth. The report says that “[a]cademic freedom in colleges and universities is essential to the common good of a free society,” and suggests that a transition can be accomplished through “attrition, retirements, and the appointment of more faculty” to meet the needs of increasing enrollments. The report concludes by emphasizing that for “the good of institutions, of the educational experiences of students, and of the quality of education, the proportion of tenured and tenure-track faculty should be increased.” In the endnotes, the report offers the following from the 1986 Report, that the proliferation of non-tenure-track appointments created a divided faculty, in which a large proportion of teachers was not involved in curricular and academic decision making, not supported in scholarship, and neither compensated nor recognized for advising and other services that make up the whole of faculty work. The committee surmises that this situation undermined the attractiveness and economic security of the academic profession and sent a message that prospective faculty members would be wise to seek careers in commercial and other sectors.

6. American Association of University Professors (AAUP), (1970, Interpretive Comments appended). “1940 Statement of Principles on Academic Freedom and Tenure.”

Academic freedom is applied to teaching and research, a freedom that is “fundamental to the advancement of truth” and “fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.” The statement is accompanied by responsibilities regarding course content and employment reviews and status.

7. American Federation of Teachers (AFT). Higher Education: Our Positions. (<https://www.aft.org/highered/our-positions>).

This web page contains links to various AFT Higher Education positions.

8. Anderson, L.V. (11-19-13), “Why Adjunct Professors Don’t Just Find Other Jobs.” Slate’s Culture Blog. Retrieved 1-10-16.

Anderson discusses several disadvantages faced by part-time faculty who are seeking full-time positions within academe. The first disadvantage concerns workload, often teaching beyond a full load at multiple sites, a grueling process that leaves little time for research and job hunting. In addition, while tenured professors have their travel, registration, and hotels funded for professional conferences where first-round job interviews are often conducted, part-time faculty do not have such expenses funded and are hard pressed to pick up expenses when earning less than \$30,000 a year. As for seeking employment outside the academy,

“The academic hiring cycle makes this difficult. Adjuncts find out their course assignments a few weeks before the start of each semester, and once they accept they’re locked in for the semester.” One part-time faculty email conveys the situation as follows: “This means that people who want to get out can look in the summer and for two weeks around Xmas to change careers, but other than that they’re stuck. I was talking to a colleague last week who told me that she saw the most perfect non-academic job for her in Boston the week before, but since we were already three weeks into the semester, she couldn’t imagine ditching her students mid-semester. There’s a real sense of duty that comes with the job.”

9. Ashford, Ellie (March 2016). “Ramping up full-time faculty.” Community College Daily. ([ccdaily.com/Pages/Campus-Issues/Some-colleges-ramping-up-full-time-staff.aspx](http://ccdaily.com/Pages/Campus-Issues/Some-colleges-ramping-up-full-time-staff.aspx)).

The California Community Colleges Chancellor’s Office received \$62 million in state funding in the 2015-16 budget, which is being allocated to the 113 community colleges in the state system for hiring full-time faculty—660 positions statewide—on a pro rata basis based on enrollment. The following quotation opens the article, “‘Full-time faculty are ‘the fabric that holds a campus together,’ says Deputy Chancellor Erik Skinner. ‘They help us support the function of a campus. They handle administrative as well as instructional work, and they’re available to students to provide guidance, support and counseling.’”

10. Assembly Bill 1725. California Assembly. (<http://edsources.org/wp-content/uploads/ab1725.pdf>).

The legislature recognized the importance of faculty development in its intent language: “Community colleges have less resources available for faculty professional and intellectual development than do other segments of the system of higher education, and this disparity may become a substantial barrier to the future recruitment of quality faculty. Yet, faculty in the community colleges should be no less intellectually engaged than their colleagues in the other segments. Their primary commitment to teaching makes it imperative that they have a vibrant and rich intellectual life. AB 1725, Section 4(j).”

11. Bailey, Thomas, Juan Carlos Calcagno, David Jenkins, et al. (September 2005). “Achieving the Dream: Community College Students Count.” Community College Research Center, Teachers College, Columbia University.

In this article, the authors “examine several characteristics that are under the control of either the colleges or state policy makers. They include the size of the college; tuition levels; the use of part-time faculty; overall expenditures per student; the distribution of those expenditures among possible functions such as instruction, administration, and student services; the extent to which the college focuses on certificates as opposed to associate degrees; and the level of financial aid.” The most consistent results across specifications stress the importance of a diverse student body’s relationship with full-time professors.

12. Bailey, Thomas, Shanna Smith Jaggars, Davis Jenkins (2015). *Redesigning America’s Community Colleges*, Harvard University Press, Cambridge, Massachusetts.

Essentially, Bailey, et. al., view America’s community colleges as a product of 20th Century design attempting to accomplish a far more complex 21st Century mission of service for a significantly more diverse student body as related to individual circumstances and educational goals. Against this backdrop of change, the authors consider the overall design of courses and programs, emerging pedagogical approaches, economics of college redesign, and the relative isolation of part-time faculty members.

13. Baum, Sandy, Jennifer Ma, Kathleen Payea (2-26-14). “The Benefits of Higher Education for Individuals and Society.” College Board.

There are a number of correlates with higher educational attainment that indicate overall better social, economic, and personal outcomes for graduated students. Societies with higher educational attainment can expect greater civic and social engagement, higher rates of voter participation and volunteerism, healthier lifestyles, and less dependence on public assistance.

14. Benjamin, Ernst (1995). “Some Implications of Tenure for the Profession and Society.” ([aaup.org/issues/tenure/some-implications-tenure-profession-and-society](http://aaup.org/issues/tenure/some-implications-tenure-profession-and-society)).

After an examination of survey responses that concern student success and institutional budgeting and efficiency, the article’s conclusion supports tenure. “Accordingly, whatever the purpose of diminishing the protections of tenure, the consequence will be to destroy the essential foundation for professional integrity. Higher education without tenure would in time become a system of training schools whose instructors were neither educators nor scholars.

For the notion that one can improve the university by destroying tenure ultimately presupposes that one

can maintain the university without attracting or sustaining the teacher-scholar. On the contrary, tenure alone enables faculty to preserve their professional integrity and the creative conflict essential to the advancement of learning amid the intensifying institutional constraints of contemporary higher education.”

15. Benjamin, Ernst (2002). “How Over-Reliance on Contingent Appointments Diminishes Faculty Involvement in Student Learning.” Peer Review, Volume 5, Number 1. (<http://www.aacu.org/peerreview/pr-fa02/pr-fa02feature1.cfm>).

Full-time faculty devote substantially and proportionally more out-of-class time to student learning than part-time faculty. In public two-year colleges, full-time faculty spend eight-tenths of an hour outside class for every hour in class, the vast majority of part-time faculty devote 25 percent or less as time per class hour to out-of-class student-related activity. Over-reliance on part-time and other “contingent” instructional staff diminishes faculty involvement in undergraduate learning in all core undergraduate programs, general education, extension programs, distance education, liberal education, and all courses that are of fundamental importance to effective participation in today’s society. The study differentiates between cost savings and cost effectiveness.

16. Bureau of Labor Statistics, U.S. Department of Labor (12-17-15). Occupational Outlook Handbook, 2016-17 Edition, Postsecondary Teachers, (<http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm>). Retrieved 1-7-16.

Employment of postsecondary teachers is projected to grow 13 percent from 2014 to 2024, faster than the average for all occupations. Growth is expected as enrollments at postsecondary institutions continue to rise, although it will be at a slower rate than it has been in the past. Many jobs are expected to be for part-time faculty.

17. Burgess, L. A., & Samuels, C. (1999). “Impact of Full-time Versus Part-time Instructor Status on College Student Retention and Academic Performance in Sequential Courses.” *Community College Journal of Research and Practice*, 32, 487-498. Retrieved 11-30-15.

Whether in developmental or regular courses, the study finds that part-time instruction in introductory courses fail to adequately prepare students for additional classes in a sequence taught by a full-time instructor. The primary purpose of this study is to examine the relation between full-time or part-time instructor status and college student retention and academic performance in sequential courses. Results indicate that for either developmental or regular courses, college students who take the first course in a sequence from a part-time instructor and who take the second course in the sequence from a full-time instructor seem underprepared for the second course. By contrast to students experiencing other instructor status combinations (part-time/part-time, full-time/part-time, or full-time/full-time), these students are significantly less likely to either complete or achieve a grade of “C” or better in the second course. Sequential course instructor status, therefore, appears to be a predictor of college student success. Implications for practice pertaining to further research, college students, and institutions are discussed. (Listed in William Hom’s May 2001 Literature Review for CCCCCO).

18. California Community Colleges Chancellor’s Office. (<http://www.cccco.edu>).

This is the system website and resource for data, system colleges, and operations.

19. California Community Colleges Chancellor's Office. Management Information System Data Mart. (<http://datamart.cccco.edu>).

See [http://www.faccc.org/wp-content/uploads/2014/09/faculty\\_profile\\_report2012.pdf](http://www.faccc.org/wp-content/uploads/2014/09/faculty_profile_report2012.pdf) for an example of how the Data Mart is applied in research that informs this paper.

The Data Mart provides data about students, courses, student services, outcomes, and faculty and staff. The emphasis of a Data Mart is to answer the questions of administrators, educators, parents, students, state leaders, and professional organizations.

20. California Community Colleges Chancellor's Office (July 2009). "Noncredit Repetition and Multiple Enrollments in the Same Course During the Same Term," (Prepared by the Academic Affairs Division and the Office of Communications).

The paper opens with the following paragraph: "Noncredit instruction plays a pivotal role in helping students transition to careers and college, including opening the doorway to basic preparation, transfer level courses, and higher paying jobs. Noncredit instruction also provides opportunities for developmental education in basic skills and English as a Second Language and assists California residents with engaging in family and civic life.

Additionally, noncredit instruction assists students with sustaining and improving quality of life. Most recently, the Department of Aging, working in collaboration with the community colleges, is employing noncredit as a primary means to improve the quality of life and life expectancy of California's growing aging population."

21. California Community Colleges Chancellor's Office. Student Success Scorecard 2014 (and additional years). ([http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014\\_StateOfSystem/2014\\_State\\_of\\_the\\_System\\_FINAL.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_StateOfSystem/2014_State_of_the_System_FINAL.pdf)). Retrieved 1-12-16.

This report details student success measures over time, including enrollment figures, completion rates, awards granted, transfers to public and private institutions, career and technical education figures, and providing the general scope of the CCC. An example of information provided: "Community colleges offer associate degrees and short-term job training certificates in more than 175 fields, and approximately 25,000 apprentices are educated each year to meet the demand for a skilled workforce."

22. California Community Colleges Chancellor's Office, (6-1-2005). "Workgroup on 75/25 Issues: Report and Recommendations." CCCCO. ([http://www.cccco.edu/reports/75\\_25/workgroup\\_75\\_25\\_proposal.pdf](http://www.cccco.edu/reports/75_25/workgroup_75_25_proposal.pdf)).

"Although part-time faculty offer the same quality in teaching [as full-time faculty], the benefits of a sufficient complement of full-time faculty members are numerous, from providing essential stability for planning and curriculum functions to providing the levels of availability that students need outside of the classroom."

23. California Federation of Teachers (CFT) (2011). "Issue Paper: Part-Time Faculty." California Federation of Teachers/American Federation of Teachers. ([http://cft.org/images/resources/docs/2011\\_CFT\\_part-time\\_issuepaper\\_Rev1.pdf](http://cft.org/images/resources/docs/2011_CFT_part-time_issuepaper_Rev1.pdf))

This paper outlines the conditions, impact on students, and needs of part-time faculty, primarily focused on the California Community Colleges.

24. Carducci, Rozana (November 2011). "Understanding Faculty: A Step Toward Improving Professional Development Programs." ERIC Digest. ERIC Clearinghouse for Community Colleges Los Angeles, CA.

The paper opens by referencing a study that states "community college faculty constitute 31% of all U.S. higher education faculty, teaching 39% of all higher education students and 46% of all first-year students" (as cited in the article's Editors notes, 2002, p. 1). "Given the strong presence of community college faculty in the academy, it is essential that colleges develop institutional programs and policies that enhance community college teaching and learning. To be effective, these programs need to take into account the differing backgrounds, perspectives, and goals of community college faculty." Carducci's study describes the similar pedagogical processes of full- and part-time faculty in the classroom, but then goes on to discuss how full-time faculty are more engaged than their part-time colleagues with respect to course and syllabus revision, membership and attendance related to professional organizations, participation in student and campus extracurricular events, and the receipt of academic recognitions and awards.

25. Coalition on the Academic Workforce (CAW), (2012). "A Portrait of Part-Time Faculty Members: A Summary of Findings on Part-Time Faculty Respondents to the Coalition on the Academic Workforce Survey of Contingent Faculty Members and Instructors." ([http://www.academicworkforce.org/CAW\\_portrait\\_2012.pdf](http://www.academicworkforce.org/CAW_portrait_2012.pdf)). Retrieved 1-8-16.

From the Executive Summary: "According to data from the United States Department of Education's 2009 Fall Staff Survey, of the nearly 1.8 million faculty members and instructors who made up the 2009 instructional workforce in degree-granting two- and four-year institutions of higher education in the United States, more than 1.3 million (75.5%) were employed in contingent positions off the tenure track, either as part-time or adjunct faculty members, full-time non-tenure-track faculty members, or graduate student teaching assistants. Despite the majority status of the contingent academic workforce, the systematic information available on the working conditions of these employees is minimal." An extensive survey conducted by CAW resulted in nearly 20,000 respondents and the following key findings. Median pay for 3-unit courses in fall 2010 was \$2,700. Wages were not based on credentials and lagged behind professionals with similar credentials in other fields.

Professional support beyond the classroom was minimal, and there was minimal inclusion in academic decision making. Over 80 percent had taught part-time more than three years, half more than six, and 75 percent were desirous of full-time tenure track position.

26. Cohen, Authur M. and Florence B. Brawer, Carrie B. Kisker (September 2013). *The American Community College*, 6th Edition.

“Projecting the future for the community colleges of the early Twenty-First Century involves projecting the future for the nation in general: its demographics, economy, and public attitudes . . . . At heart is a discourse on how the institutions may adapt historical structures and practices to a changing world, and how those changes may ultimately affect students, the community, and society at large.”

27. Coley, Chrissy; Tim Coley; Katie Lynch-Holmes (11-2014). “Retention and student success: Implementing strategies that make a difference.” *Ellucian*. (<http://www.ellucian.com/Insights/Retention-and-student-success--Implementing-strategies-that-make-a-difference/>). Retrieved on 1-7-16.

“Of the 857,607 first-time students who enrolled at two-year public institutions in fall 2007, only 26.5 percent completed degrees or certificates from their starting institution within six years, according to the National Student Clearinghouse. ACT trend data confirm that four-year and two-year graduation rates over the last 30 years have remained relatively flat.”

Recommendations include: “Establish a shared vision of student success” and work together to develop and institute “intervention strategies.” The report suggests the creation of “multiple safety nets for our students” and states that collaboration is key. “Student affairs, financial aid, academic affairs – all of these functions and more play a role in student success. A campus-wide student success strategy will need to create common goals, consistent messages, and appropriate incentives to ensure the participation of all of these stakeholders.”

28. Community College Research Center (2013). *What We Know About On-line Courses Outcomes*. New York, NY: Teachers College.

In a large two state study, researchers found that students who took developmental courses online fared very poorly when compared to success rates for students in traditional face-to-face courses. “Students who took their developmental courses online fared particularly poorly. In both states, failure and withdrawal rates were sharply higher in online developmental courses; in online developmental English, failure and withdrawal rates were more than twice as high.” Where 62 percent of face-to-face students persisted in Developmental Math and 47 percent passed Basic Developmental English, the respective percentages in online course were 43 percent and 23 percent.

29. Cuseo, J. (2008). “Got faculty? Promoting faculty involvement in FYE programs and Initiatives.” *ESource for College Transitions* (electronic newsletter published by the National Resource Center for the First-Year Experience), 6 (2), pp. 3-5.

Dr. Joe Cuseo is a professor of Psychology at Marymount College and a strong promoter of student success through faculty involvement. Cuseo has a website dedicated to student success which includes not only his published and unpublished articles on the subject but references many other luminaries. His cite can be viewed online at [completionmatters.org/resource/cuseo-collection-papers-dr-joseph-cuseo](http://completionmatters.org/resource/cuseo-collection-papers-dr-joseph-cuseo).



30. Eagan Jr., M. Kevin and Audrey J. Jaeger (October 21, 2008). "Effects of Exposure to Part-time Faculty on Community College Transfer." Published online @ Springer-Science + Business Media, LLC 2008.

This well researched paper considers U.S. community colleges in general and the California system in particular and is followed by an excellent set of references. The central theme focuses on a national trend of increasing reliance on part-time faculty and corresponding correlations to a national reduction in graduation rates. The study goes on to take a close look at the CCC and is very clear in its insistence that part-time faculty are not less qualified but, rather, are isolated within their institutions and underutilized in terms of student contact outside the classroom.

31. Faculty Association of California Community Colleges (FACCC) (2008). "Statement of Philosophy and Standards of Employment for Non-Tenure Track Faculty (Part-time faculty)." ([http://www.faccc.org/wp-content/uploads/2014/08/pt\\_values\\_statement.pdf](http://www.faccc.org/wp-content/uploads/2014/08/pt_values_statement.pdf)).

This short document/brochure enumerates general standards for all California community college faculty and specific employment standards for non-tenure track (part-time) faculty.

32. Fain, Paul (April 7, 2014). "Low Expectations, High Stakes." Inside Higher Education. Retrieved 12-24-16.

"Students who need the most help and are the least likely to succeed in college in particular lack access to full-time professors. That's because fully three-quarters of faculty members who teach remedial courses are employed part-time." The report goes on to say that "[i]ncreasing the ranks of adjuncts and part-timers may have been a rational response by fiscally challenged colleges. And many contingent faculty members are excellent, committed teachers. But they are often marginalized by employers that do not fully embrace them, according to the center. And the poor working conditions many of them face can harm students."

33. Fain, Paul and Scott Jaschik (8-26-13). "Obama on For-Profits." Inside Higher Education. Retrieved 1-9-16.

On Friday, August 23, 2013, President Obama, at a question-and-answer session at the State University of New York at Binghamton, said, "[T]here have been some schools that are notorious for getting students in, getting a bunch of grant money, having those students take out a lot of loans, making big profits, but having really low graduation rates. Students aren't getting what they need to be prepared for a particular field. They get out of these for-profit schools loaded down with enormous debt. They can't find a job. They default. The taxpayer ends up holding the bag. Their credit is ruined, and the for-profit institution is making out like a bandit. That's a problem."

34. Fairlie, R. W., Hoffman, F., Oreopoulos, P. (2014). A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom. *American Economic Review*, 104(8): 2567-2591.

We find that minority students perform relatively better in classes when instructors are of the same race or ethnicity. Underrepresented minority students are 1.2-2.8 percentage points more likely to pass

classes, 2.0-2.9 percent less likely to drop out of classes, and 2.4-3.2 percentage points more likely to get a grade of B or higher in classes with underrepresented instructors. All of these effects are large relative to achievement gaps, representing 20-50 percent of the total gaps in classroom outcomes between white and underrepresented minority students at the college. We also find relative effects on grades of roughly 5 percent of a standard deviation from being assigned an instructor of similar minority status. Taken together with the large class dropout interaction effects, these impacts are notably larger than those found for gender interactions between students and instructors at all levels of schooling. Quotation is on pages 2588-9.

35. Fichtenbaum, Rudy (November/December 2013). "From the President: Why Is U.S. Higher Education in Decline?" *Academe*.

The author applies logic, history, and studies to counter arguments attacking tenure and states that U.S. education is in decline due to "administrative bloat." He references a Wall Street Journal article alleging that the "number of employees hired by colleges and universities to manage or administer people, programs and regulations increased 50% faster than the number of instructors between 2001 and 2011." He concludes by setting the decline at the foot of the corporatization of higher education and the "systematic disinvestment that are transforming higher education into a private good."

36. Fischer, Karin (11-7-15). "Growing Use of Adjunct Professors May Mean Poorer Education for Students, Says Conference Speaker." *Chronicle of Higher Education*. (<http://www.chronicle.com/article/Growing-Use-of-Adjunct/119849>)

The article reports on a conference presentation by Ronald G. Ehrenberg, Director of the Cornell Higher Education Research Institute. The following is from the conclusion of the presentation: "As long as the status quo is the best we can do, calls from groups as diverse as legislators seeking increased 'accountability', accrediting commissions, Nancy Shulock's Institute for Higher Education Leadership and Policy, or the Legislative Analyst's Office for significant qualitative improvement in system performance are likely to remain unachievable. No one expects K12 schools to be able to educate students with teachers who come for part of a school day and then leave. No one expects the research mission of the University of California to be met by parttime [sic] researchers with no benefits or job security. Why anyone would imagine that California's most diverse student population can be educated at qualitatively higher rates by a workforce where 40% are paid a substandard wage and enjoy no benefits or job security is hard to comprehend. On the other hand, the costs to the state of California of not doing better are even more troubling to imagine."

37. Freeland, R. S. (1998). *Adjunct Faculty in the Community College*. (ERIC Document Reproduction Service No. ED 424899).

A survey, involving more than 1,500 faculty from 127 community colleges in 41 states, identified similarities and differences in individual professional attitudes between full- and part-time faculty. Results, part-time faculty: (1) showed lower levels of involvement in curriculum, instruction, and scholarship; (2) expressed higher expectations for their students; (3) expressed significantly lower autonomy within their institutions; (4) were equally committed to teaching and to students; (5) deviated significantly from full-time faculty in their sense of responsibility.

38. Grubb, Norton (2010), *Leading from the Inside Out: Expanded Roles for Teachers in Equitable Schools*.

According to Grubb's publisher, Barnes and Noble, the late author advocated for a breadth and depth of course involvement that reaches beyond the possible parameters for part-time faculty. "As classroom and school leaders, teachers working collectively can solve their own problems and become the fulcrum of school change. The authors encourage teachers to move out of the individual classroom and to think critically and institutionally about the schools they would like to work in, about their own responsibilities for creating such schools, and about the range of policies from outside the school and how they can influence those policies rather than being subjected to them. This book shows that a teacher's influence is not limited to the classroom and students, but that it can significantly shape and inform external policies and decisions." Another work by Grubb advocates faculty and junior administrator collaboration in community colleges, *Basic Skills Education in Community Colleges* (2013).

39. Haeger, J. D. (1998). "Part-time faculty, quality programs, and economic realities." *New Directions for Higher Education*, no. 104, 4, 81-88. San Francisco: Jossey-Bass. (ERIC No. EJ577662).

Haeger considers the costs related to large-scale reliance on part-time faculty, "both direct and indirect costs. Direct costs may include administrative expenses, advertising, or hiring costs such as interviewing. Indirect costs include training or a drop in efficiency of new faculty members until they are acclimated. Excessive turnover could be seen as a barrier to quality education. Additionally, turnover often burdens full-time staff with extra workloads during shortages or acclimation of part-time faculty."

40. House Committee on Education and the Workforce, (January 2014). "The Just in Time Professor: A Staff Report Summarizing eForum Responses on the Working Conditions of Contingent Faculty in Higher Education." Retrieved 1-7-16.

Nationally, in 1969, part-time professors comprised 18.5 percent of the workforce, a number that has grown by more than 300 percent from 1975 to 2011, reaching "more than 1.3 million people, or 75.5 percent of the instruction workforce." The report says the following: "The postsecondary academic workforce has undergone a remarkable change over the last several decades. The tenure-track college professor with a stable salary, firmly grounded in the middle or upper-middle class, is becoming rare. Taking her place is the contingent faculty: non-tenure-track teachers, such as part-time adjuncts or graduate instructors, with no job security from one semester to the next, working at a piece rate with few or no benefits across multiple workplaces, and far too often struggling to make ends meet. In 1970, adjuncts made up 20 percent of all higher education faculty. Today, they represent half."

41. Jacoby, D. (2006, February). "Effects of Part-time Faculty Employment on Community College Graduation Rates." *The Journal of Higher Education*, 77(6). (pp. 1081-1082 and 1100-1101).  
Abstract: "Regression analysis indicates that graduation rates for public community colleges in the United States are adversely affected when institutions rely heavily upon part-time faculty instruction. Negative effects may be partially offset if the use of part-time faculty increases the net faculty resource available per student. However, the evidence suggests that this partial offset is insufficient to overcome negative effects."

42. Jaschik, Scott (2006, October). "Adjuncts and Graduation Rates." Inside Higher Education. Retrieved 12-4-15.

Freshmen who have many of their courses taught by part-time faculty are less likely than other students to return as sophomores. The study, published in the journal *Educational Policy*, notes that a typical four-year college loses 26 percent of its students between their freshman and sophomore years. The study looks at six four-year colleges and universities in a state system.

43. Jaschik, Scott (May 12, 2009). "The Disappearing Tenure-Track Job," Inside Higher Education.

Jaschik opens by writing that a 10-year analysis of data shows that between 1997 and 2007, there had been a steady increase in faculty positions accompanied by a two-thirds growth in contingent faculty in all sectors of higher education, in some instances taking tenure-track positions from a majority to a minority position.

44. Kahlenberg, Richard D. (May 28, 2015). Blog Post. Retrieved 1-6-16.

At issue is an antiquated approach to funding throughout higher education from Princeton's \$105,000 per student subsidy to Essex County College's \$2,400. The author recommends: 1) rigorous research to identify funding currently received through public support to determine appropriate levels for distribution to community colleges and four-year institutions and between low-income and affluent students; 2) research to increase needs-based funding for community college students; and 3) with a better sense of allocation levels for public funds, the federal government should consider taxing the endowments of wealthy institution, a tax that could be offset by providing funds to needy students. The article concludes by saying that large segments of the population can no longer be written off.

45. Kazar, Adrianna (2013), "Changing Faculty Workforce Models," TIAA-CREF Institute, 2013.

A general chronology is provided that builds upon America's postsecondary enrollment demands since the adoption of the 1944 G.I. Bill, particularly increased enrollments by "women, minorities, and low-income individuals." Accompanying the influx of numbers and diversity, for the past 40 years, are dramatic changes in the definitions of postsecondary education, "the presence of new institutional types with a focus on teaching and job preparation ... perhaps the most significant factor driving a new faculty workforce model." With reductions in key funding from the late 1980s on, institutions have relied increasingly on part-time faculty to reduce expenses. Also during the past 30 years the growing influence of corporatization, particularly in the filling of local boards, is advocating for the elimination of tenure, greater reliance of part-time and long-term teaching contracts, and increased teaching loads. Research indicates that increased reliance on part-time faculty, increased teaching loads, MOOCs, and emerging for profit models are not supportive of robust student retention and completion rates, not in the U.S. or internationally, and that more research into emerging faculty roles needs to be conducted.

46. Kim, Joshua (6-14-15), “7 Seriously Bad Ideas That Rule Higher Education.” Inside Higher Education.

True to the title, this piece puts forth “seriously bad ideas,” but ends on a note of optimism. The number one bad idea is that “Institutional Sustainability Requires That Faculty Costs Be

Minimized.” The article states, “Treating teaching as a commodity, rather than a highly intensive skill best undertaken by a dedicated educator, is the surest way to enter a race to the bottom. Smart institutions will invest in faculty, since faculty create the institution’s value.” The fourth bad idea is that “Faculty Are Impediments to Innovation in Higher Education.” Any such difficulties, the article says, has “very little to do with the faculty.” The author suggests creating “incentives that prioritize innovation.” The conclusion includes the following: “What we do know is that every college and university is under strong pressure to improve, and that this competition will spur innovation and change. Rather than a crisis, the real story of higher education in the next 20 years will be non-incremental changes that result in improved student outcomes, better student learning, and (quite possibly) higher six-year graduation rates.”

47. Levin, John, Genevieve G. Shaker (2009). “The Hybrid and Dualistic Identity of Full-Time Non-Tenure-Track Faculty.” Sage Journals. American Behavioral Scientist. (<http://abs.sagepub.com/content/55/11/1461.abstract>). Retrieved 1-8-16.

The study reveals that full-time non-tenure-track (FTNT) faculty “possess hybrid and dualistic identities.” The article’s abstract states that their, “identity is dualistic because as teachers, they express satisfaction, whereas as members of the professoriate, they articulate restricted self-determination and self-esteem. This troubled and indistinct view of self-as- professional is problematic both for FTNT faculty as they go about their daily work and for their institutions, which are in no small part responsible for the uncertain conditions and identities of FTNT faculty.”

48. --- “Life Delayed: New Study Shows Student Debt Impacts Financial Security of Borrowers Across All Institution Types, Credentials.” (12-17-15). Business Wire. (<http://www.businesswire.com/news/home/20151217006048/en/Life-Delayed-Study-Shows-Student-Debt-Impacts>). Retrieved 1-11-16.

“According to ASA’s [American Student Assistant] Life Delayed survey, 62% of respondents said their student debt posed a hardship on their personal budget when combined with all other household spending. Specifically, 35% of respondents said they found it difficult to buy daily necessities because of their student loans; 52% said their debt affected their ability to make larger purchases such as a car; 62% said they have put off saving for retirement or other investments; and 55% indicated that student loan debt affected their decision or ability to purchase a home.” In particular, “Community college students faced the biggest challenge, with 49% saying it is difficult or very difficult to make student loan payments ...”

49. Livingston, Tab (1998). “History of California’s AB 1725 and Its Major Provisions.” ERIC. A paper presented to the ERIC Clearinghouse for the Community Colleges “addresses the history of California’s Assembly Bill 1725 (AB 1725) legislation and describes its major provisions. Signed in 1988 by Governor George Deukmejian, AB 1725’s focus is to emphasize the new role of California Community

Colleges as postsecondary institutions committed to transferring students, offering remedial courses, and providing vocational training. Other issues addressed by AB 1725 are the shift in power from the legislature back to the local board, and a number of concerns related to faculty and the hiring of personnel. The law stipulates the future role that affirmative action will play in hiring practices, highlighting the goal that the workforce reflect the proportionality of the state's adult population. Another topic is the 75:25 ratio, which refers to the goal that 75% of instruction be taught by full-time instructors and 25% by part-time instructors. The last main provision of AB 1725 is an adjustment to the financing of the college system using a new 'program- based funding' procedure. New formulas also were developed to change the way the community colleges would receive funding, with an emphasis placed on local control." Please refer to annotation #60 for a list of faculty areas of responsibilities associated with AB 1725.

50. Matthew, Esther and Wheeler North (November 2011). "Full-time Faculty, Yet Again – Building the Noncredit Case." Academic Senate for California Community Colleges.

"According to aggregated Chancellor's Office Data, for most, if not all, of the growth [in noncredit instruction], the full-to-part-time ratios have stayed well below 20:80 in spite of the enhanced funding. This is true for basic skills programs as well as vocational programs. The percentage is even more dismal in other noncredit areas. Mirroring the trends for credit enrollment, the past few years have shown a dramatic surge in noncredit enrollment due in part to the collapsing economy. During this same period districts have coped with fewer fiscal resources through hiring freezes and early retirement incentive programs, among other activities, that have resulted in unfilled vacancies. These factors have exacerbated the already existing problem of an over-reliance on part-time noncredit faculty. These trends cannot continue without inevitably hitting critical regulatory and accreditation compliance thresholds which are intended to support institutional development and improvement."

51. McArthur, R. C. (Winter 1999). A comparison of grading patterns between full- and part-time humanities faculty: A preliminary study. *Community College Review*, 27(3), 65-76.

Abstract: "The author analyzed grades submitted over three consecutive spring semesters by six full-time and 12 part-time humanities faculty at a community college in New Jersey to determine if differences could be distinguished based on faculty status, gender, age, or course time (day or evening). Part-time faculty consistently graded higher than full-time faculty, whereas grading patterns could not be distinguished based on age, gender, or class time. The author notes the study's preliminary nature and defines considerations for future research."

52. Muller, Jerry Z. (August, 2015). "The Costs of Accountability," *Amerimania*, Vol 11, No 1.

This article sets out a brief history of accountability and metrics, the upswing beginning in the mid-1960s with its performance indicators, benchmarks and the like giving rise to the present culture of accountability in many professions, including education. Described as a form of Taylorism (Frederick Winslow Taylor), it contributed to initiatives such as No Child Left Behind. The transformation of expertise at the heart of the movement exchanged experience for quantitative analysis and high stakes for teachers, administrators and students who might soon find themselves ghettoized if their scores pulled down the norms. On the downside, metrics trumped innovation, increasing blocks of time were devoted to compiling reports, expertise was gained at bending the rules and the adjustment of findings, and rules implemented from on high diminished personal initiative. In the long run, budget was diverted from

instruction to new layers of non-instructional administration.

53. National Center for Educational Sciences, Institute of Educational Sciences (NCES-IES). “Institutional Retention and Graduation Rates for Undergraduate Students” (updated May 2015). Retrieved 1-7-16.

Where 68 percent of public higher education first-year full-time degree seeking students complete bachelor’s degrees within six years, only 32 percent accomplish the same goal at private for-profit institutions. Likewise, data comparing two-year degree-granting postsecondary institutions participating in Title IV federal financial aid programs indicate that where 29 percent of students in public institutions require three years to accomplish a two year degree, the percentage in private for-profits is 63 percent.

54. National Education Association (NEA), (2007 or later). “Myths and Facts about Educator Pay.” Retrieved 12-1-15 (<http://www.nea.org/home/12661.htm>).

The article debunks the myth that teachers make just as much as other, comparable professions. Through reliance on NEA Research, analysis of trends by researchers at the Economic Policy Institute, and data collected by the U.S. Bureau of Labor Statistics in its annual National Compensation Survey, the article demonstrates that working hours, workload, and job security in education confer no advantage over other professions, and often significantly less in terms of income and security, with the additional burden of enormous personal debt for education loans.

55. National Center for Educational Statistics, Institute of Education Sciences (NCES-IES), (2015). “Percentage of degree-granting postsecondary institutions with a tenure system and of full-time faculty with tenure at these institutions, by control and level of institution and selected characteristics of faculty: Selected years, 1993-94 through 2013-14.” Table 316.80. ([https://nces.ed.gov/programs/digest/d14/tables/dt14\\_316.80.asp?current=yes](https://nces.ed.gov/programs/digest/d14/tables/dt14_316.80.asp?current=yes)). Retrieved 1-7-16.

In the 1993-94 academic year, 62.1 percent of the nation’s two-year postsecondary institutions had tenure systems. By the 2012-13 academic year, that percentage dropped to 58.9. Whereas in the 1993-94 academic year, 69.1 percent of the faculty in two-year tenure granting institutions were on tenure tracks, that percentage dropped to 67.1 in 2012-13. Counting all postsecondary degree granting institutions in the nation, while 62.6 percent had tenure systems in the 1993-94 academic year, that percentage dropped to 49.3 percent by the 2012-13 academic year.

56. National Education Association (NEA), (1996). “The Truth About Tenure in Higher Education.” Brochure. (<http://qa11.nea.org/home/33067.htm>).

Though dated, this brochure remains relevant as it examines tenure in terms of myths and realities. The myths include tenure as a lifetime job with an easy workload enjoyed by most faculty, and that academic freedom is constitutionally protected and, thus, unnecessary.

These myths are readily dispatched as is the myth that part-time faculty allow flexibility. Thus, the realities set out tenure as a right to due process, as an obligation to provide committee work and governance, and as a safe haven where conventional ideas can be challenged and new ideas tested. In terms of flexibility, financial savings associated with overreliance on part-time faculty translates into lower academic quality. The report concludes that “If it’s solid education we want, tenure matters.”

57. Nobel, Mary P. (June 2000). California State Auditor's Report. "California Community Colleges: Part-Time Faculty Are Compensated Less Than Full-Time Faculty for Teaching Activities."

A comparison of headcount statistics on California Community College faculty demonstrates how flat the full-time to part-time faculty employment ratios remained from 1999 to 2012. The 2000 State Auditor's report indicates that, for the fall 1999 semester, the total teaching faculty population was 41,754, with 28,180 employed part-time (67 percent) and 13,574 (33 percent) full-time. ([facc.org/wp-content/uploads/2014/11/StateAuditorPT\\_Report.pdf](http://facc.org/wp-content/uploads/2014/11/StateAuditorPT_Report.pdf)). A FACCC report ([http://www.facc.org/wp-content/uploads/2014/09/faculty\\_profile\\_report2012.pdf](http://www.facc.org/wp-content/uploads/2014/09/faculty_profile_report2012.pdf)), based upon simple headcount 2012 data from all districts secured through the CCC System Data Mart, shows that the CCC employed 55,383 teaching faculty: 38,135 part-time (69 percent) and 17,248 full-time (31 percent). The 2000 State Auditor's Report, though dated, provides significant insight into the compensation disparity between full- and part-time faculty in the CCC system, and makes an attempt at defining "compensation parity."

58. Reardon, Lori (June 2010). "Adjuncts and Retention Rates." Inside Higher Education.

The six-institution study concluded that freshman who have many of their courses taught by "adjuncts" are less likely than other students to return as sophomores. The study, published in the journal *Educational Policy* by authors Audrey J. Jaeger and M. Kevin Eagan, states that about 60 percent of college students, who fail to finish, end their program in the first year, suggesting that any push to improve retention and graduation rates must address factors that relate to first-year retention. They suggest that colleges consider the use of policies that would get more tenure-track faculty members teaching freshmen.

59. Rifkin, Tronie (August 2001), Presentation at the Evaluation and Training Institute, Los Angeles.

American Association of Community Colleges. ([www.aacc.nche.edu/Resources/aaccprograms/pastprojects/Pages/publicccfaculty.aspx](http://www.aacc.nche.edu/Resources/aaccprograms/pastprojects/Pages/publicccfaculty.aspx)). Retrieved 1-11-16.

"Replacing retiring faculty presents an opportunity for institutional renewal and diversification. Yet, the dimensions of the faculty labor market are relatively unexplored and unknown, and the links between the institution and the academic labor market are weak. In particular, the existing avenues by which young people can prepare for a community college faculty career are ad hoc and often not targeted to the specific needs of the community college and its students." Strategies sensitive to the minority applicant pool include: "Encourage participation of area minority professionals on search committees; Use minority media in recruitment campaigns; Recruit through business and industry partnerships; Include minorities on interview committees; Determine which universities have minorities in the pipeline by discipline and start early recruitment efforts; Establish curriculum vitae banks; Establish summer teaching and research opportunities to interest minority graduate students." In addition, "[a] study requesting faculty to rate characteristics for successful teaching at two-year colleges found that the most important quality or characteristic of successful community college instructors is a genuine interest in working with a diverse student clientele."



60. Scott, Debra Leigh (August 2012). The Homeless Adjunct blog post. “How the American University was Killed, in Five Easy Steps.” (<https://junctrebellion.wordpress.com/2012/08/12/how-the-american-university-was-killed-in-five-easy-steps/>). Retrieved 1-7-16.

This blog post sets out the following steps: (1) defund public higher education; (2) de-professionalize and impoverish the professors; (3) move in a managerial/administrative class who take over governance of the university; (4) move in corporate culture and corporate money; and (5) destroy the students. While the author employs a somewhat strident, non-academic tone, the content is well supported, compelling, and widely disseminated.

61. Scrivener, Susan and Erin Coghlan (March 2011). “Opening Doors to Student Success: A Synthesis of Findings from an Evaluation at Six Community Colleges,” MDRC Policy Brief. Retrieved 12-1-15.

While nearly half of all U.S. undergraduates begin in community colleges, only one in three complete degree or certificate programs. MDRC launched the first large-scale random assignment study in community college settings to study this issue and concludes with a range of interventions: financial incentives attached to progress, counseling and advising, freshman learning communities tied to attendance in sequenced courses, and instructor contact. “Recent cuts to higher education spending along with insufficient financial aid and advising at colleges ... contribute to unacceptably low persistence and completion rates.” Three suggestions to improve student persistence and overall success include the initiation of performance-based scholarship that bases student funding on academic benchmarks; learning communities that link populations of students in two or more linked classes; and enhanced student services programs that work with students early in their college careers and follows up by providing additional service if they find themselves on academic probation.

62. Smith, Bruce L.R. and A. Lee Fritschler (September 10, 2010). “New Approaches to Civic Education in Large Universities: Ideas For and From George Mason University. Paper presented at Phi Kappa Phi Forum. ‘Engagement in Civic Education Remains Weak: Opportunities and Challenges Exist on Many Fronts on Campus.’” Phi Kappa Phi Forum, Fall 2009 and September 10, 2010.

In essence, this paper considers the student’s learning experience in broad terms. While acknowledging the classroom’s importance to undergraduate education, the paper focuses on civic education, the need for institutions to create the extra-curricular “climate” that the student experiences and the opportunities for volunteerism and service learning that are available on and off the campus. Considered are the curriculum dimension, the place of volunteerism, and the extracurricular “climate” to which undergraduates are exposed. Of note, Fritschler was President Bill Clinton’s Assistant Secretary for Postsecondary Education in the U.S. Department of Education.

63. Smith, Sara R. (December 15, 2012). “Supporting California’s Community College Teaching Faculty: Improving Working Conditions, Compensation and the Quality of Undergraduate Education.” UPTE (<http://www.upte.org/cc/supportingfaculty.pdf>). Retrieved 12-4-15.

“Despite a 1988 system-wide goal that 75% of classes at the community college level be taught by full-time faculty, this goal remains unmet. In 2012, 56% of all classes were taught by full-time faculty, while

44% were taught by part-time faculty.” The article sets out the poor working conditions and salaries for part-time faculty and advocates for more tenure-track faculty and more professional pay and support for part-time faculty.

64. Solis, Celeste and Kelly Diaz (3-13-14). “Supporting California’s Community College Teaching Faculty: Improving Working Conditions, Compensation and the Quality of Undergraduate Education.” UPTE. Retrieved 1-6-16.

Solis (Counseling) and Diaz (Psychology), associate faculty at the College of the Sequoias, write that, “Associate faculty make up the vast majority of faculty nationally and at California’s community colleges. Associate faculty are non-tenure track, part-time positions, and are sometimes referred to as ‘adjuncts’ or ‘contingent’ faculty. Nationally, 75.5% of all faculty are non-tenure track. In California, 68.9% of faculty at community colleges are part-time/contingent faculty, while only 31.1% of faculty are full-time. This is the highest percentage of associate faculty working at California’s community colleges in over three decades.” The article discusses how about a third of all part-time faculty teach near a full load by going to different colleges, teaching without professional benefits, and at part-time wages. The recommended solution: “If policy makers wish to improve the compensation and working conditions of associate faculty at community colleges, one clear option is for the state of California to mandate the funding and hiring of a greater percentage of tenure-track faculty, as well as the conversion of associate faculty to tenure-track faculty.”

65. Sonner, B.S. (2000). “A Is for ‘Adjunct’: Examining Grade Inflation in Higher Education.” *Journal of Education for Business*, 76 (1).

Abstract: “Though grade inflation is hardly a new problem, it may be worsening as universities increase their reliance on temporary, part-time instructors. Adjunct instructors, hired on a term-by-term basis, are easily replaced; thus, most face serious pressure to earn good evaluations from students. Keeping students happy may mean giving higher, potentially inflated, grades. This study explicitly compared the average class grade given by adjunct instructors and full-time faculty over a two-year period at a small public university. The results suggest that adjunct instructors do give higher grades than do full-time faculty.”

66. Thomson, Marc (12-22-15). “How to Afford Community College in California.” (<http://www.abc10.com/story/money/2015/12/22/how-afford-community-college-california/77742200/>). Retrieved 12-22-15.

CCC associate’s CSU transfer degree guarantees transfer “to any one of the 23 CSU campuses,” according to CCC’s Chancellor of External Relations, Vincent Stewart. Stewart also references the CCC 15 college pilot baccalaureate.

67. Tinto, V. (1989). “Misconceptions Mar Campus Discussions of Student Retention.” *The Chronicle of Higher Education*; Sep. 6, 1989; 36, 1; pg. B2.

On retention research, “Over the past 15 years, the most consistent finding has been that positive interactions with faculty members has a direct bearing in whether students persist to earn a degree.” Retrieved from M. Pilati, “Why Full-time Faculty Matter,” (2006).

68. Umbach, P. D. & Wawrzynski, M. R. (2005). Faculty do matter: The role of college faculty in student learning and engagement. *Research in Higher Education*, 46(2), 153-184.

The thrust of the paper concerns the college as a culture where faculty and students should share in as much of the benefits of inquiry and learning as they can. The conclusion says it well: “The impact that a faculty member can have on the student experience can be seen in and out of the classroom. We found that faculty behaviors and attitudes affect students profoundly, which suggests that faculty members may play the single-most important role in student learning. Because faculty play a critical component of the collegiate experience, colleges and universities need to find ways (perhaps new ways) to support and reward faculty in their teaching role.”

69. Weiss, Carla and Robert Pankin (9-25-11). *Part-Time Faculty in Higher Education*. Faculty Publications Faculty Books and Publications, Rhode Island College.

This 172-page annotated consideration of the nation’s growing reliance on part-time faculty covers literature from the early 1970s through 2011. In their introduction of the bibliography, the authors write that there “are numerous reasons given about why the use of part-time faculty presents a problem in the academic world. When these are arranged in rough categories most of the discussion is centered on four topics: the status of part-time faculty, exploitation or the lack of justice for part-time faculty, their morale or job satisfaction, and the educational problems that are created by using part-time faculty.” They write that several emerging trends in the literature center on the possibility of unionization of part-time faculty and the dramatic rise of the corporatization of postsecondary education. The introduction concludes by noting that the “increasing use of part-time and contingent faculty from approximately 20 percent in the early 1970s to 70 percent today (2011) represents the surface evidence of a major change in higher education. The MLA report, abstracted in this bibliography, predicts in 1998 that the continuing use of temporary faculty will lead to serious consequences for higher education. The serious consequences seem to be an accepted corporatization of higher education.”

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# **ASCCC SELECTED READINGS**

## ASCCC - SELECTED KEY WRITINGS

Walton, Ian (March, 2004). Rostrum. "75/25-the Faculty Obligation Number or Why are We Not There Yet?"

The intent of the Legislature and the Board of Governors (BOG) at the time of the enactment of AB1725, in 1989, was that the system should reach a goal that at least 75 percent of credit instruction hours should be taught by full-time faculty. Ed Code provided unrealized guidance for funding that improves full-time to part-time ratios. "Sadly, program improvement funds were not included in the state budget after 1991." Although both the concept and implementation are popularly referred to as "75/25," there never was a regulation that specifically examined the ratio of full-time to part-time instruction implied by the "75/25" label. Excluded from the calculation are full-time faculty overload, part-time replacements for sabbaticals, reassigned time, and unpaid leave.

Although the full-time faculty obligation number did not generally succeed in ensuring attainment of the 75 Percent Goal, it did establish an annual minimum number of full-time faculty that each district was required to hire, the Faculty Obligation Number (FON). Unfortunately, many districts immediately interpreted this number as a maximum – a ceiling rather than a floor – although the original Education Code language clearly stated "at least."

Due to anticipated budget reductions, in 2003 the BOG allowed deferrals and waived a permanent increase in faculty obligation numbers. A Consultation Council Task Force was formed and the Board approved its recommendations for a change in the Title 5 Regulations to add a third compliance mechanism (the first two mechanisms were to achieve 75 percent or to comply with the FON). Title 5, Section 51025 was revised to insert an option for districts, in years when the FON is not "triggered" due to lack of state funding, to either meet their FON hiring requirement or maintain their prior year ratio of full-time to part-time instructional load. The Section 51025 language also introduced a new mechanism for providing separate funding specifically targeted to increase the full-time faculty percentage. "It was hoped that the possibility of these funds, and the third compliance option, would avoid the unfortunate tendency to ignore the need for progress towards the 75% goal in good times and to plead that it's not possible in bad times."

Pilati, Michelle L. (February, 2006). Committee Report. "Why Full-time Faculty Matter." A Literature Review.

This literature review is as relevant as it was when first assembled. Growing reliance on part-time educators mimics big business economics, relies on part-time employment as a cost-cutting strategy, and prioritizes scheduling flexibility while undercutting issues related to planning, curriculum, stability, and on-campus availability. Additional items are mentioned in Assembly Bill 1725, "Instructional Activities, Curriculum Management Activities, Periodic Syllabus Revision, Joint teaching with Colleagues, Interdisciplinary Participation, Involvement in Honors Courses, General Education, Involvement, Organization of Extracurricular Activities for Students, Professional Activities, Participation in Educational Associations, Disciplinary Associations, Community College Associations, Service as Department Chair, and Institutional committee service." Despite the so-called 75:25 ratio, requiring that full-time faculty teach 75 percent of a college's offerings and the 60 percent limit on how much an individual part-time faculty

member can teach in a given district, local colleges seldom have all the full-time faculty that they truly need.

Walton, Ian (May, 2006). Rostrum. “It’s Baaack ... 75:25 and the Governor Effect.”

Widely available research points to a much more complex set of benefits where students prosper in an environment that provides easy and consistent access to a wide variety of interactions with full-time faculty, both inside and outside the classroom. So, what deal might be struck to allow us to move forward on the 75:25 full-time to part-time faculty instructional ratio goal?

“The faculty representatives on the prematurely abandoned system 75:25 task force consistently argued that there needed to be a balance of two fundamental ingredients in any solution. In return for additional flexibility for districts that were in verifiable fiscal distress, or just genuinely different, there had to be a mechanism that guaranteed forward progress to increase the statewide average. A promise to request additional funds for full-time faculty positions is not adequate.” And what’s that got to do with the 60 percent part-time load limit and the 50 percent requirement that half of a district budget must be spent on classroom instruction?

If we could create part-time equity then we could make educational decisions, including faculty staffing, based on sound educational reasons. At the moment, we make decisions based on the cheapest alternative under the constraints of the 60 percent limit and the 75:25 goal, and the 50 percent requirement. “That’s no way to run a system of higher education.”

Administrators want more flexibility, and the Senate has long been on record in support of adding counselors and librarians to the 50 percent calculation – but only if you adjust the percentage accordingly. “[A]sk any elected politician how much of the budget should be spent on the classroom in non-research institutions like ours and they’ll tell you 60% or 70%—not 50%. ... [B]ut to create such a deal you need willingness and trust.”

Walton, Ian (September, 2008) Report. “Academic Excellence: Why California’s Community Colleges Need the 75/25 Full-Time Faculty Standard”

The classroom experience alone is far from sufficient to ensure student success, or institutional success, let alone the subsequent social and economic benefits that accrue to the state of California. It increasingly appears that the crucial trigger of a student’s educational success happens in some rich, unscripted series of personal interactions with a full-time, tenured faculty member that take place outside of the formal classroom setting and that may not be confined to any specific course. Part-time faculty simply cannot afford to be on campus long enough to reliably provide such non-classroom, non-course specific encounters with students.

In 1988, the California Legislature in section 70 of AB1725 (the fundamental California Community College reform bill) found and declared: “Because the quality, quantity and composition of full-time faculty have the most immediate and direct impact on the quality of instruction, overall reform cannot succeed without sufficient numbers of full-time faculty.” Regarding graduation rates, in 2002, Ernst Benjamin wrote (Peer Review): “Over-reliance on part-time and other ‘contingent’ instructional staff diminishes full-time faculty involvement in undergraduate education. Such over-reliance particularly disad-

vantages the less-well-prepared entering and lower-division students in the non-elite institutions who most need more substantial faculty attention.” The Accrediting Commission for Community and Junior Colleges (ACCJC) recognizes the value of full-time faculty in its Standard Three of its 2004 standards, which states: “The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution.” The increased use of instructors who are not on the tenure track correlates with declining graduation rates, particularly at public comprehensive institutions.

The report goes on to discuss findings that correlate overreliance on part-time with lower education outcomes. Various enforcement criteria are discussed concerning the 75 Percent Goal, as are a range of alternatives that are occasionally proposed. The report concludes that until “the current financial incentive to hire part-time faculty is eliminated, the necessity for regulatory enforcement to ensure the presence of sufficient full-time faculty will remain.”

Patton, Jane (April, 2010), *Rostrum*. “The Need for Full-Time Faculty (Again)”

Reiterating former Academic Senate President Ian Walton’s points made in 2008, this article quotes the California Legislature in section 70 of AB 1725 (the fundamental California Community College reform bill) passed in 1988: “Because the quality, quantity and composition of full-time faculty have the most immediate and direct impact on the quality of instruction, overall reform cannot succeed without sufficient numbers of full-time faculty.”

In addition, the article notes that the AAUP has expressed alarm at declining tenure percentages and has issued a policy statement on the importance of tenure-track full-time faculty (<http://www.aaup.org/AAUP/pubsres/policydocs/contents/conting-stmt.htm>). “Simply put, colleges which fail to commit adequately to full-time faculty fail to commit to their students.” Increased accreditation duties including outcomes, assessment, dialogue, and decision making require full-time faculty who are protected by tenure, as illustrated by the increased role of ACCJC duties and sanctions within the system.

Academic Senate for the California Community Colleges - Educational Policies Committee (Spring 2002). “Part-Time Faculty: A Principled Perspective.”

This paper provides a more detailed history of the issues; it reviews earlier Academic Senate papers and resolutions regarding the use of part-time temporary faculty in California’s community colleges, placing them in historical context. It then looks at recent activities in Sacramento and studies reported by the California State Auditor and the California Post Secondary Education Commission. The paper then reviews the recent actions by the Board of Governors of the California Community Colleges, the California Legislature, and the Governor.

Academic Senate for the California Community Colleges - Accreditation Committee (Spring 2005). “Working with the 2002 Accreditation Standards: The Faculty’s Role.”

The ASCCC has a long standing tradition of encouraging faculty involvement in the self study process and in serving on accreditation teams and at the Commission. Though the Academic Senate takes exception with the 2002 Accreditation Standards, particularly their reliance on marketplace values, faculty roles in accreditation are essential to a healthy peer review process and founded in the Education Code and Title 5 Regulations. This paper identifies the many roles faculty must play in the self-study activities:

determining how outcomes and objectives should be defined and evaluated; participating throughout the accreditation process from data gathering to responding to drafts; functioning as visiting team members; serving on the Commission; and finally, by responding to Commission actions and recommendations. Appendices include a brief history and overview of accreditation and a consideration of Academic Senate resolutions and resources related to accreditation. In sum, this paper stresses the faculty's roles at the local level and how this experience serves as a precursor to contributing to accreditation efforts on other campuses and in representation on the Commission itself.

Academic Senate for the California Community Colleges - Part-Time Paper Task Force (February 2015)  
"Updating Part-Time Faculty: A Principled Perspective." Rostrum.

At its Spring 2013 Plenary Session, the Academic Senate for California Community Colleges (ASCCC) passed resolution 19.07, which resulted in a task force of full- and part-time faculty tasked with updating the 2002 paper, "Part-Time Faculty: A Principled Perspective." The resultant paper reiterated recommendations from the 2002 paper concerning a need to increase the number of full-time faculty but also to work toward integrating part-time faculty in local and system activities, supporting professional development for part-time faculty, and the creation of a part-time faculty listserv.

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# **ABOUT THE AUTHOR**

## ABOUT THE AUTHOR

### *Greg Gilbert*

Greg Gilbert is a Trustee at Copper Mountain College (CMC) in Joshua Tree, California. A retired English professor, Greg taught 20 years in the CCC and five for CSU. From 2000 to 2004, he served as an elected member of the Board of Education for the Morongo Unified School District.

During his teaching years, Greg's duties included four years as Student Government Advisor to multiple terms as president of the Academic Senate. Greg founded CMC's literary magazine, *Howl*, now in its twenty-first year. In addition, he served a three-year term as the college's Student Learning Outcomes (SLO) Coordinator and Division Chair for the Arts and Humanities. From 2003 to 2007, he was elected to the Executive Committee of the Academic Senate for California Community Colleges (ASCCC) and served two years as its Secretary. In 2005 Greg was the State-wide Curriculum Chair, and in 2007 the founding chair for the State-wide Accreditation Institute, now in its tenth year. More recently he served multi-year terms with Council of Higher Education Accreditation (CHEA) and American Association of University Professors (AAUP) committees on accreditation in Washington DC. Though retired, Greg remains involved in higher education work and enjoys his Emeritus status with ASCCC and CMC. Greg resides in Yucca Valley with his wife Candace, also an educator, where they share a happy chaos with their children and grandchildren.

### *Acknowledgements*

Of particular importance were conversations with my friend and colleague, Ian Walton, a former ASCCC president and a retired mathematics professor from Mission College, now serving as an Accrediting Commission for Community and Junior Colleges (ACCJC) Commissioner. Additional respect and appreciation belong to FACCC and ASCCC leadership for their thoughtful and patient responses to multiple drafts and their principled comments in support of student success. Among FACCC's responders, special appreciation belongs to former FACCC President Shaaron Vogel for her encouragement and to Richard Hansen, also a former FACCC president, for ensuring this paper discusses the increased contributions to student success that would result from appropriate institutional support being provided to all faculty, full- and part-time, credit and non-credit.

Investing in teachers is an investment in student success, pure and simple.



