

# FACCCTS

## Faculty Power in a Shifting Landscape







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## MISSION

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

## VISION

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

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

## EDUCATION INSTITUTE MISSION

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

## VALUES

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

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

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

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

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

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

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# FACCCCTS

SPRING 2025

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# Stephanie Goldman Rejoins the Fight for Faculty as Executive Director

By Stephanie Goldman, FACCC Executive Director

Education is under attack. Vital pillars of this country's educational system are being systematically dismantled, and it is imperative for us to fight back. As a member of FACCC, you are in a prominent position to be a leader and ensure that faculty voices are heard. This is one of the many reasons for which I am proud to rejoin FACCC—this time, as its executive director.

My journey with FACCC began seven years ago when I was hired as the director of external affairs by the legendary Jonathan Lightman. As one of FACCC's lobbyists, I was thrown into the fight for faculty rights, working to maintain the support and respect that our educators deserved.

In 2018, alongside colleagues and faculty, we worked to push back against the newly proposed Student Centered Funding Formula, recognizing that it would unfairly and inequitably constrain many of our colleges. Years later, what so many faculty predicted would happen if this formula were adopted has occurred, and we are still in the trenches fighting against it.

Throughout my time as FACCC's lobbyist, the membership engaged in major legislative battles to protect our institutions and students, including:

- Opposition to AB 928 (Berman, 2021) — a transfer-related bill that purports to automatically place students in an associate degree for transfer (ADT) program for the CSU, regardless of their academic goals.
- Opposition to AB 1705 (Irwin, 2022) — a measure that effectively eliminated most remedial options and threatens student choice. We continue to fight against this (see page 8).



But I'm also incredibly proud of the bills we helped pass, each making real improvements in the California Community Colleges system. These bills all originated from our members and are the result of real issues they identified:

- AB 595 (Medina, 2019) allows undocumented immigrant students to use ITINs (Individual Taxpayer Identification Numbers) instead of Social Security numbers when applying for internships that require background checks.
- AB 706 (Low, 2019) eliminated the time limit on the transfer of sick leave between districts.
- AB 2477 (Berman, 2020) expanded the use of restricted lottery funds to include basic needs support.
- AB 1326 (Arambula, 2021) allows students, faculty, and staff to use their chosen name on all non-legal documents. This policy has since been expanded to the University of California and the California State University system.

- AB 2315 (Arambula, 2022) required counties to appoint a liaison as a resource for college counselors assisting students who may benefit from county programs, like housing or food insecurity.

Each of these legislative wins underscores why faculty advocacy matters and why it's crucial for all of us to stay engaged in these efforts.

After leaving FACCC in 2022, I worked directly with students at the Student Senate for California Community Colleges, helping them develop their advocacy platform and find their voices in policymaking. This experience reminded me how closely linked faculty and student success are—we are in this fight together.

As I return to FACCC, I'm more determined than ever to uplift FACCC's mission and vision. We must work together to fight for faculty rights, expand FACCC's membership, strengthen education opportunities, and ensure that faculty voices are heard at both the state and federal levels. We're in a critical moment.

Across the country, we're seeing attacks on equity, academic freedom, and the very foundation of higher education. Now is the time for faculty to unite, speak up, and take action.

FACCC isn't just an organization—it's a community of passionate, dedicated educators who believe in the power of education. Our members are the reason that we've made real policy changes, and I'm honored to stand alongside you in this fight.

As we progress, I invite every faculty member to become involved in new and meaningful ways. Whether it's through advocacy, professional development, or membership engagement, we need your voices. If you have concerns or ideas, contact us. This is your organization, and your views are essential to shaping the future of our profession. You can email me directly at [sgoldman@faccc.org](mailto:sgoldman@faccc.org). ■



FACCC Executive Director Stephanie Goldman, President Wendy Brill-Wynkoop, Congressman Dave Min, alongside other California Community College stakeholders





FACCC Governor for Part-Time Faculty South,  
Desiree Montenegro, Cerritos College



# AB 2370 AND THE FUTURE OF AI IN COMMUNITY COLLEGE EDUCATION: Balancing Innovation with Human-Centered Teaching

By David E. Balch, Rio Hondo College

**Last June, Governor Gavin Newsom signed into law Assembly Bill 2370, which Sabrina Cervantes authored and the Faculty Association of California Community Colleges (FACCC) sponsored.** The rapid advancement of large language models, adaptive learning systems, and AI-powered educational platforms has raised both excitement and concern within the academic community. These artificial intelligence (AI) tools now can generate detailed lesson plans, provide personalized feedback to students, and even engage in complex subject-matter discussions, leading some to question whether they eventually could replace human instructors in certain roles.

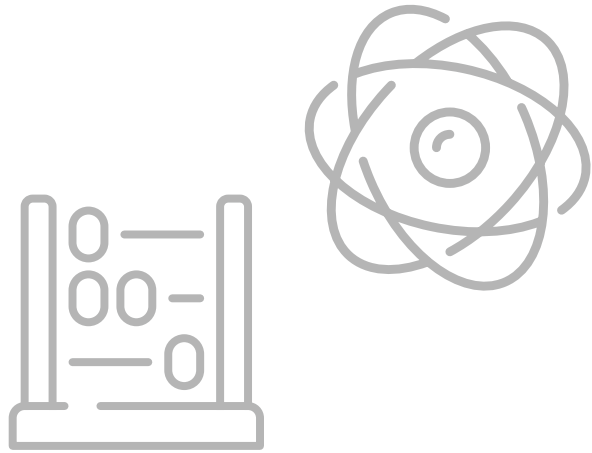
Joseph E. Aoun, in his article “How Higher Ed Can Adapt to the Challenges of AI,” discusses AI’s transformative societal impact and

the critical role higher education plays in preparing students for this AI-driven world. Aoun compares AI’s rise to the automobile’s impact in the 20th century, emphasizing the need to harness AI’s potential while mitigating its risks (Chronicle of Higher Education, 2024, July 1). The debate over the potential replacement of community college teachers by AI systems has intensified as more AI programs have emerged and demonstrated increasingly sophisticated capabilities in areas traditionally dominated by human expertise.

However, this technological progress has also galvanized educators, unions, and policymakers to advocate for the irreplaceable value of human teachers. They argue that while AI can enhance educational experiences, it cannot replicate the nuanced understanding, emotional intelligence, and adaptability

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**This year, FACCC proposed legislation that would grant students the agency to enroll in standalone pre-transfer level math or English classes.** The proposed change to AB 1705 (Irwin, 2022) would have allowed community colleges to meet students where they are by offering support beyond the corequisite model to struggling students.

FACCC opposes mandatory placement into pre-transfer coursework and instead supports additional

# Advocating for Student Choice in Pre-Transfer Coursework

By Anna Mathews, FACCC Government Relations Director

Due to eliminating most pre-transfer standalone coursework at the California Community Colleges, equity gaps in access to transfer-level math and English have ostensibly been eliminated. Yet, equity gaps in achievement persist. According to the Public Policy Institute of California, between fall 2019 and fall 2023, only 44% of Latino men and 40% of Black men completed transfer-level math on their first attempt. Over 30% of Black and Latino men who do not complete transfer-level math (with or without corequisites) in their first attempt do not re-enroll, and over 20% leave community college altogether. We cannot let this many students fall through the cracks. It is imperative that we understand the barriers to success for our students and provide them with the support they need.

One of FACCC's proposed solutions to this issue is student choice— give students the ability to access a standalone pre-transfer course if they want it.

In February, the California State Assembly Higher Education Committee held an AB 1705 Implementation Oversight Hearing. With over 200 letters submitted and compelling testimony from students and faculty, it was a successful demonstration of why a one-size-fits-all approach doesn't work for the state's diverse student body.

Despite immense support from faculty and students, including cosponsorship by the Student Senate for California Community Colleges, the official representative body of all two million students, mounting political pressure from special interest groups and certain Legislators prevented the advancement of FACCC's proposed legislation.

Despite the legislative setback, FACCC has made immense progress in the last six months. The implementation of a February 2024 Chancellor's Office memo, which would eliminate precalculus and trigonometry for STEM students by fall 2025, was halted. We secured a revised memo, ensuring that students who had not completed these courses previously would retain access to them. Over 100 faculty and students shared their support for the new memo at a Board of Governors meeting. Twenty-six organizations have signed onto FACCC's AB 1705 Resolution, insisting that students should have the choice to enroll in standalone pre-transfer coursework and that authority over curricular matters should be returned to faculty and students.

Moving forward, we must build on this momentum and continue advocating for AB 1705 reform, even as new challenges arise. FACCC remains committed to flexibility and student choice as we continue to advocate for access to pre-transfer coursework. ■



options for students who are not successful under the current model, which has entirely eliminated pre-transfer coursework. While students would still be placed into transfer-level coursework, they would have the option to access a standalone pre-transfer course to reinforce their skills.

The original goal of AB 1705's (Irwin, 2022) implementation was to increase academic outcomes and accelerate degree completion for marginalized students. As open-access institutions, the California Community Colleges must make every effort to meet students where they are. This requires trusting students to express their need for support, even if it is beyond what the corequisite model can provide. It is crucial to recognize that mandatory equal enrollment into transfer-level coursework doesn't lead to equal outcomes or student success for all.





# “Regularization” & Applicability

## Making the “Vancouver Model” for Part-Time Equity

By Ryan Tripp,  
Chair of the FACCC Communications Committee, Part-time Faculty



**The Vancouver model is a faculty equity framework that ensures part-time instructors receive pro-rata pay, benefits, seniority-based course assignments, protections from full-timers “bumping down” or replacing section instructors, and automatic “regularization” into stable roles based on experience and load.**

In 2024, the Vancouver model for part-time faculty equity was the subject of multiple articles, essays, podcasts, transcribed interviews, and conference panels on its applicability—and, for critics, even relevance—to the California community college system. But the question of transferability to California community college hiring and salary practices has long been debated. Named after the city of provenance, Vancouver in British Columbia, the model for part-time faculty equity at Vancouver Community College (VCC) rests on an eleven-step salary scale for all faculty, based on full-time load. Upon completion of a full-time load for an academic year, or the equivalent for part-time loads, “terms” or “regulars” advance through the steps based on their teaching experience and educational qualifications. Instructors who are regularly assigned part-time loads could conceivably achieve a higher salary step than those regularly assigned full-time loads. The idea of “automatic regularization of the person” ensures that faculty with regularized loads have the right of first refusal before courses are assigned to new hires, following consultation with the department chair.

The Vancouver model prohibits overload and overtime assignments for all faculty. But summer (as well as weekend) loads contribute to “step” advancement. These model tenets preclude department chair appropriation of overtime and overload to advance one faculty member over another. In addition, and perhaps most crucially, “regularization” of faculty course assignments, irrespective of full-time or part-time loads, greatly diminishes the ability of full-timers to “bump down,” or replace, part-timers in preassigned course sections. In the Vancouver model, community college departments decide on the equal and equitable distribution of hours for instruction, class preparation, student meetings outside of the classroom, and additional tasks—the same pro rata for all faculty, in addition to proration of professional development funds, the same seniority accrual per fiscal year after six months of instruction, and full access to healthcare subsidies. Instructors must pass all evaluations over two academic years and must maintain “half-time” status for 19 months. But positive responsibility for administrative notification of “regularization,” as well as four-month notification that a given part-time load contract will not be renewed, rests on community college administrators. Departments assign courses for part-timers based on seniority accrual and median or average load.

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# Federal Advocacy & Grassroots Action:

## Defending the U.S. Department of Education, Free Speech, Immigrants, Financial Aid, and More.

Stephanie Goldman, FACCC Executive Director



Higher education is under attack, and many community college faculty members want to make their voices heard. With ongoing efforts to weaken the U.S. Department of Education, including moves by President Trump to dismantle key protections, now is the time to advocate for students, faculty, and institutions. Here's how you can take action in your own community.

### Call Your Representative

When calling your representative, introduce yourself, state your concern, and ask for action, all within 30 seconds. Stick to one issue, for example, focusing on why defending the Department of Education matters. After calling, follow up by email to reinforce your message.

### Meet with your Member of Congress

One of the most important actions you can take as a constituent is to meet with your representative and let them know you're paying attention. Try to contact your congressional representative's office at least three to four weeks in advance to schedule a meeting. If the representative isn't available, don't be discouraged—meeting with a member of their staff can be just as effective. When you secure a meeting, be ready to tell your story—explain how federal policies directly affect your students and college.

### Organize on Campus

Organizing events on campus, such as panel discussions, forums, or faculty-led conversations about federal education policies can help raise awareness and drive action. Local faculty organizations can also show support or opposition to certain federal policies and proposals by passing resolutions.

### Educate Voters

Beyond campus, faculty can make a difference in elections by educating voters about candidates' educational stances, supporting pro-education candidates through volunteering or donations, and increasing voter turnout by encouraging students and faculty members to register and participate in elections at all levels.

### Public Comment

Public comment is another crucial tool faculty can use for effecting change. Faculty members can submit public comments on proposed federal policy changes, collaborate with advocacy groups to monitor and challenge harmful legislation, and start petitions.

## Keep an Eye Out for Future Advocacy Opportunities in Washington, D.C.

In response to the growing challenges coming out of the capital, FACCC is exploring the idea of organizing a professional development and advocacy trip to Washington. This would be a great chance to build your advocacy skills, connect with policymakers, and make an impact at the federal level. Stay tuned for details on how to get involved.





# Advocacy & Policy CONFERENCE

We are incredibly grateful to everyone who attended and contributed to the success of the 2025 Advocacy & Policy Conference! This year's annual event was filled with insightful discussions, engaging sessions, and powerful advocacy. A special thank you to all student and faculty leaders who participated and to our esteemed keynote speaker, Dr. Cecilia Rios-Aguilar, whose thought-provoking insights resonated deeply with attendees.



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that skilled human educators bring to the classroom. This tension between technological potential and the essential human element of education has fueled a multifaceted discourse on the future of community college instruction.

As this debate unfolds, it encompasses not only questions of educational quality and effectiveness but also broader societal concerns about job security, the nature of human-AI interaction in learning environments, and the ethical implications of increased AI presence in education. The stakes are high— the outcomes of this debate likely will shape the future landscape of community college education and potentially influence broader trends in higher education. The ongoing discussion surrounding AI’s role in community college education focuses on California’s legislative responses, stakeholder perspectives, and the broader implications for the future of higher education. California’s recent legislative actions, the perspectives of educators and researchers, and the implications for higher education constitute a comprehensive overview of the evolving relationship between AI and community college education, in current developments as well as potential future directions.

The gravity of this issue was underscored as early as 2018 when the Little Hoover Commission released its report Artificial Intelligence: A Roadmap for California. The report painted a vivid picture of AI’s potential to revolutionize various aspects of society, including education. It envisioned AI applications enhancing student learning, increasing graduation rates, and improving overall educational outcomes. However, the report also emphasized the need for strong privacy protections, robust data misuse laws, and collaboration among government agencies, academic institutions, and industries to ensure the ethical development and use of AI.

This backdrop has delineated California as a key battleground in the debate over AI’s role in education. Recent legislative actions in the state have sought to respond to concerns about AI replacing human instructors, particularly in community colleges. These initiatives reflect a growing awareness of both the potential benefits and risks associated with AI in education.

**THE LEGISLATIVE LANDSCAPE**

The signing of AB 2370 into law was a major step in defining the role of AI in California Community College teaching. FACCC’s collaboration with lawmakers on AB 2370 and related bills demonstrates the academic community’s engagement with this issue and the steps that educators are taking to ensure that AI does not replace human faculty in community colleges. The bill amends Section 87359.2 of the Education Code to require the instructor of record for a community college course to be a human who meets the minimum qualifications for the position. However, the bill says nothing about using AI for grading or tutoring (Staff, 2024).

This legislation prohibits AI systems from acting as primary instructors in community college courses, ensuring that live, human instructors remain essential in the classroom. These legislative actions reflect growing concerns about the potential impact of AI on education and employment in the teaching profession.

California is taking a proactive stance on AI regulation with this three-pronged approach. First, the legislation prioritizes human teachers and ethical education by banning AI as a sole instructor. Second, it reflects broader concerns about AI’s impact on jobs by protecting educators from displacement. Finally, it emphasizes the importance of human interaction and responsible AI use by asserting the irreplaceable role of

teachers and viewing AI as a supplementary tool. This initiative aligns with California’s larger movement to address potential risks and ethical dilemmas surrounding AI advancements.

The debate over AI in education has not been confined to California legislative chambers. Educators and their representative organizations have been vocal participants in this ongoing discussion. For example:

- The National Education Association (NEA), representing educators across the United States, has proposed a policy emphasizing retention of human educators as central to instruction. This stance highlights the irreplaceable nature of interpersonal interaction between students and teachers, underscoring the union’s commitment to preserving the human element in education, even as technology advances.
- The NSF AI Education Act of 2024, introduced by Senators Maria Cantwell (D-Washington) and Jerry Moran (R-Kansas), aims to expand AI and quantum education opportunities through NSF scholarships (2024, June 5).

**AS THIS DEBATE UNFOLDS, IT ENCOMPASSES NOT ONLY QUESTIONS OF EDUCATIONAL QUALITY AND EFFECTIVENESS BUT ALSO BROADER SOCIETAL CONCERNS ABOUT JOB SECURITY, THE NATURE OF HUMAN-AI INTERACTION IN LEARNING ENVIRONMENTS, AND THE ETHICAL IMPLICATIONS OF INCREASED AI PRESENCE IN EDUCATION.**

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- The AI Education Empowerment Act seeks to equip educators with skills to teach AI concepts effectively (Stephen Lynch, 2024, June 3).
- The White House proposed the AI Bill of Rights in Education proposal as a framework for responding to concerns about AI in education (2023, November 22).
- The Brennan Center for Justice tracks various AI-related bills in the 118th Congress, covering aspects such as high-risk AI restrictions, evaluations, transparency requirements, and regulatory oversight (Levinson-Waldman et al., 2023).

THE ROLE OF AI

AI can free up valuable time for educators by handling administrative tasks, while also providing students with helpful resources to kickstart projects. However, the true strength lies in the complementary nature of human and artificial intelligence. Teachers, with their irreplaceable capacity for compassion and fostering emotional well-being, can leverage AI’s capabilities to create a truly effective learning environment. This allows teachers to focus on developing critical thinking skills and fostering emotional growth in students, ultimately empowering them to become strong learners.

As Carl Hooker (2023) pointed out in his “5 Things AI Can and Can Not Do For Students” article in Tech & Learning, AI programs can enhance the learning environment in certain areas, as the accompanying figure shows. These points underscore the irreplaceable human elements of teaching, such as emotional support and fostering critical thinking skills. Research shows that AI has the potential to enhance the capabilities of good teachers and to help identify areas in which less effective instructors need improvement. However, the consensus among researchers is that AI cannot replace the essential human connection and mentorship by dedicated educators.

LOOKING TO THE FUTURE

As community colleges navigate the integration of AI and other technologies, finding the right balance between technological tools and human instruction will be crucial. The legislative measures in California and other states suggest a trend toward ensuring that human teachers remain central to the educational process, with AI serving as a supportive tool rather than a replacement.

The COVID-19 pandemic accelerated the shift toward online and hybrid learning models in community colleges, likely increasing the use of AI technologies to support students in virtual settings. As integration of technology advances, community colleges need to adapt their policies and practices to ensure that human instructors remain at the forefront of education while leveraging AI to enhance learning experiences.

Moreover, as AI becomes more prevalent in educational settings, resolving ethical concerns will be paramount. Issues such as data privacy, algorithmic bias, and the potential for AI to exacerbate existing educational inequities must be carefully considered and rectified through policy and practice.

RESEARCH HAS SHOWN THAT AI HAS THE POTENTIAL TO ENHANCE THE CAPABILITIES OF GOOD TEACHERS AND HELP IDENTIFY AREAS FOR IMPROVEMENT IN LESS EFFECTIVE INSTRUCTORS. HOWEVER, THE CONSENSUS AMONG RESEARCHERS IS THAT AI CANNOT REPLACE THE ESSENTIAL HUMAN CONNECTION AND MENTORSHIP PROVIDED BY DEDICATED EDUCATORS.

CONCLUSION

The narrative of AI’s role in community college education is still unfolding. While AI technologies offer significant potential to enhance education, current legislative actions, educator perspectives, and research findings all point toward a future in which human teachers will remain irreplaceable.

The path forward will require ongoing collaboration among educators, policymakers, and technologists to harness the benefits of AI while preserving the essential human elements of teaching and learning. By doing so, community colleges can position themselves at the forefront of educational innovation while upholding the fundamental values of human-centered education. As we navigate this complex landscape, the goal remains clear: to create an educational environment that leverages the best of both human expertise and technological advancement, ensuring that the future of community college education is both innovative and deeply human. ■

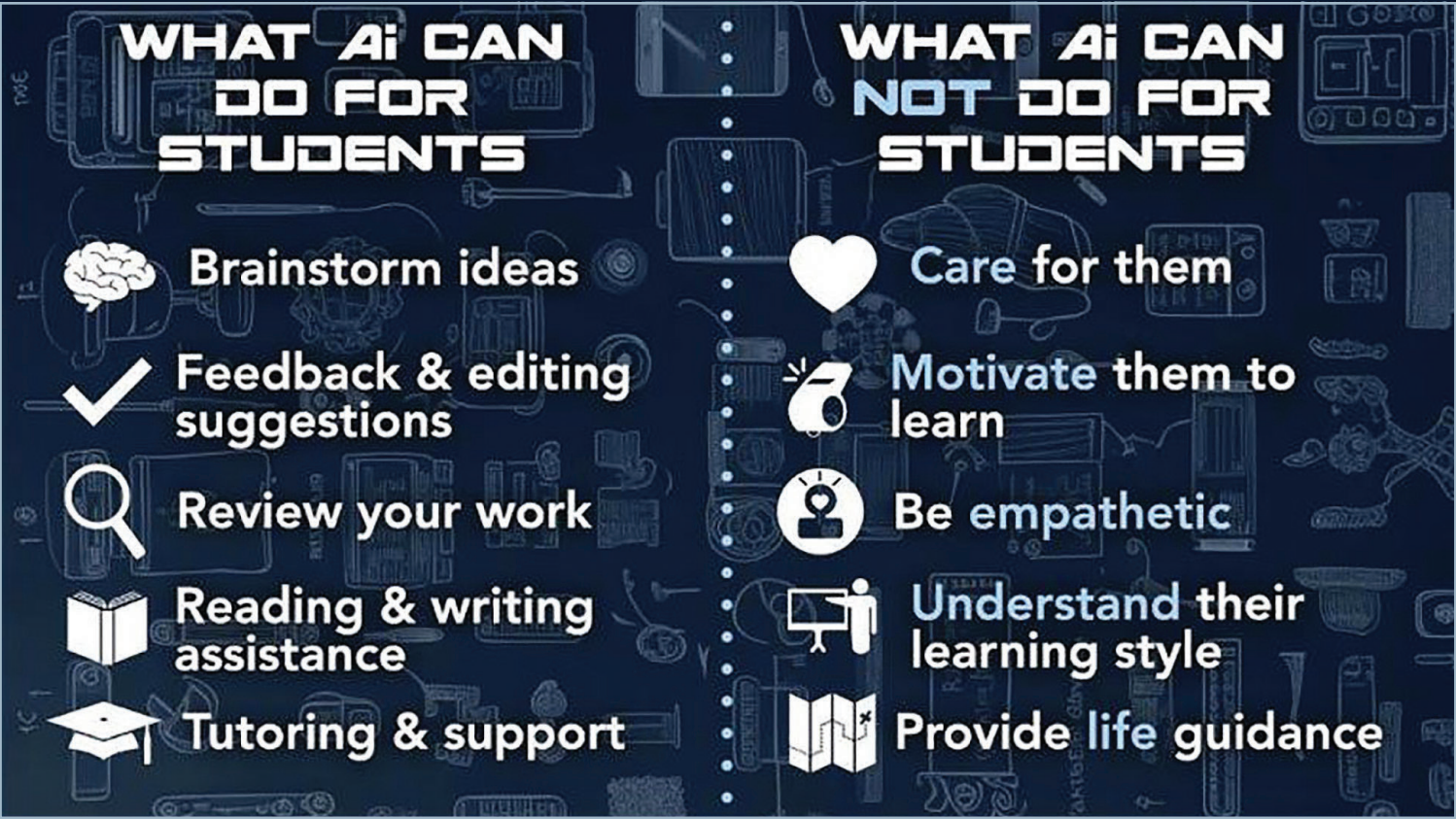


Figure 1. 5 Things AI Can and Can Not Do for Students by C. Hooker, December 5, 2023, Tech & Learning magazine.



Frank Cosco, the former president of the Vancouver Community College Faculty Association (VCCFA) outlined seven preconditional factors that proved pivotal to the success of the Vancouver model. The provincial government of British Columbia offers community colleges half of base funds in a given fiscal year. Tuition, premised on the number of full-time equivalent student spaces, as well as strategic funds, grants, and endowments, constitute the second half. In this regard, the Vancouver model resulted from successful administrative transference of pro rata part-time pay policy for presecondary schools into the administrative apparatus of postsecondary institutions. Schoolteachers appointed to British Columbia ministry cabinets, and contributions by members of political parties on all sides of the aisle, proved important as well.

Despite commensurate increases in the number of part-time faculty across Vancouver and California during the late 1970s and 1980s, VCC staff had to formulate a variety of differential pay and instructional parameters for

full-time and part-time faculty—frequently well after dozens of California community colleges attempted the same. Different pay scales, load expectations, and campus roles were deemed historically “irregular.” In Vancouver, “regularization” became a concept underpinning the Vancouver model, albeit one that resulted from compromises on faculty “severance.”

Cosco referred to a preconditional factor for Vancouver model applicability as the advantageous “beginning as a vocational school model” at a city college with “relatively few part-timers.” In his estimation, this model was “the normal model of work,” which he considered “full-time day work.” The “normal model” resulted in the “historical circumstance” of “pay[ing] the few part-timers on a pro rata basis.” He crucially designated this factor—the first of the seven he identified—as the product of a circumstance peculiar to Vancouver.

The “historical circumstance” warrants more elucidation and critical assessment than extant studies on the topic, even by Cosco. For example, “circumstance” began during the mid-twentieth

century, amid the expansion of elementary schools within the jurisdiction of the Board of Education of School District No. 39 (Vancouver). The Vancouver School Board ordered demolition of an early and outmoded district primary school, Central School. In 1949, the board oversaw construction of the Vancouver Vocational Institute (the VVI) on the demolition site. Early VVI courses had been taught temporarily on the campus of the Vancouver Technical Secondary School, which had completed its own construction process by 1930. Twenty-one years later, instructors and staff at the new VVI campus received Vancouver School Board certification for their Vocational Instructors’ Association (the VIA).

The Vancouver Vocational Institute and Instructors’ Association were important to the evolution of the Vancouver model for connected, yet distinct, reasons. These reasons have not been evaluated for applicability. For instance, the VIA served as a principal advocacy association for faculty and staff for fourteen academic years. Then, between 1965-1970, acting on a proposal by the president of the University of British

Columbia for two-year community colleges, the Vancouver School Board coalesced the VVI with so-called urban night schools, continuing educational institutions, and city schools of art. The result was the umbrella Vancouver City College. Given prior certification, the Vancouver Instructors’ Association transferred to the city college, where it became the advocacy association for faculty and staff. The VIA was ultimately supplanted by the VCCFA.

Administrative staff for School District No. 39 (Vancouver) likewise shaped faculty pay rates at VCC. Accustomed to an array of professionals from the private and public sectors who taught part-time at the VVI, district administrators subsidized instruction (and connected duties) in proportion to the daily workload of full-time teachers within the district. That is, the Vancouver Unified School District and its Board of Trustees, lacking any community college precedent, sustained the VVI prorating of part-time salaries within full-time pay scales.

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“ ... the Vancouver Model resulted from successful administrative transference of pro rata part-time pay policy in primary and secondary schools into the administrative apparatus of postsecondary institutions.



In 1974, the Vancouver City College separated from the unified school district as the rechristened Vancouver Community College (VCC). The policy of prorating part-time salaries transferred to the independent college. Rather than solely “beginning as a vocational school model” at a city college with “relatively few part-timers,” the “historical circumstance” of Vancouver higher education derived from successfully transferring the pro rata policy of a unified primary and secondary school district into a separate community college outside of district jurisdiction.

The second and third factors outlined by Cosco encompass the “fundamental right to unionize and act as a union.” Cosco described unionization and collective bargaining as facets of “political and social history” because various “social democrats” in British Columbia had supported unions “for many decades.” As an example, he cited the “early 1970s, when the New Democratic Party won a majority of the seats” in the Legislative Assembly of British Columbia.

“In 1974, the Vancouver City College separated from the unified school district as the rechristened Vancouver Community College (VCC). The policy of prorating part-time salaries transferred to the independent college.

Public-school instructors in executive cabinets and partisan politics shaped the Vancouver model. As noted by Cosco, the British Columbia New Democratic Party (BCNDP) won a majority of seats in the 1972 Legislative Assembly. Upon closer inspection of this contention, as well as upon the expansion of research underpinning this notation, the minister of education in the executive cabinet more specifically orchestrated the independence of VCC. That same year, David Barrett, a BCNDP member, became provincial premier. Barrett pushed for the British Columbia Department of Education to be reclassified as the Ministry of Education, primarily to appoint his deputy premier, Eileen Dailly, as the first minister of education in the province. It was Dailly, a Vancouver and (neighboring) Burnaby public educator, who prompted the 1974 cabinet order-in-council to grant Vancouver City College independence as Vancouver Community College (VCC). She further endorsed faculty unionization in new community colleges.

This history of partisan politics in British Columbia reconfigures previous applicability contentions, including those advanced by Cosco. The David Barrett Ministry dissolved in 1975 and was replaced by the Bill Bennett Ministry. Bennett and his Minister of Education, Patrick McGeer, were members of the British Columbia Social Credit Party (the Socreds), championing platforms considered “conservative” by both the BCNDP and pundits alike. Although Dailly had authorized the separation of VCC from School District No. 39 (Vancouver), she left office before fully executing the order-in-council. In 1978, legislative passage of the Colleges and Provincial Institutes Act created a ministry of postsecondary education. The jurisdiction of the ministry did not extend to provincial universities. McGeer subsequently engineered another order-in-council to ensure that legislative oversight, accreditation, and funding for British Columbia community colleges fell under the purview of the postsecondary ministry.

McGeer affirmed that policies and bill proposals pertinent to provincial community colleges emanated from the offices of the minister of postsecondary education. In this context, it was a “liberal-turned-conservative Socred,” not just members of Dailly’s BCNDP, who fulfilled “social democrat” goals for the rebirth of VCC and its pro rata part-time pay. Conversely, one historian of higher education in British Columbia has argued that McGeer’s emphasis on the postsecondary education ministry contributed to a “decline” in the role of the minister of education. By extension, funding and legislative support for primary and secondary schooling in the province similarly “declined.”

The fourth factor to consider in Vancouver model applicability was the increase in part-time faculty hires across VCC departments during the late 1970s and 1980s, a cause and consequence of the transition to community college status. The surge corresponded with the same trend in California community college employment during the same period. But the absence of crucial points of comparison belied the applicability arguments advanced by the VCCFA. For example, the VCCFA had not yet established parameters and procedures for VCC “contingent faculty” search committees. In fact, by 1987, educators and legislators widely regarded VCC as an independent (the first) community college in British Columbia. California, in contrast, had a decades-old community college system, replete with substantial regulations for hiring practices.

The fifth and sixth contributing factors were union activism and the VCCFA’s “comprehensive strategy for inclusion.” According to the VCCFA, the VCC “union was able to unite its members behind bargaining agendas that had something for as many groups as possible, especially for nonregulars, and took away from no one.” Following the shift from vocational and city

college designations, a bevy of differences in salaries, class assignments, and campus roles were all deemed “irregular.”

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As a result, repeated references to the overriding goal of part-time “regularization” permeated VCCFA records and published analyses, including essays by Cosco. Publications by VCCFA members, beginning in 1987–1988, promoted faculty strikes to, for instance, secure “the first right to automatic regularization of the person after 410 days of half-time or more work over any two-year period.” The aims for month-long strikes between 1990-1992 were the “reduction of [a] regularization accrual requirement to 380 days” and requisite faculty evaluations for “regularization with onus on [the] college to do it.” During the next two years, the VCCFA recorded strike votes for “the right” to “increases in regularization level for part-time regulars.”

“Partial or no severance for part-timers was already “regular” in the history of the vocational school and city college prior to reestablishment as VCC, but the VCCFA could attempt to renegotiate if members mandated a revision.

Frank Cosco described VCC part-time “regularization” as a “concept.” For example, Cosco explained that at least two rounds of “provincial bargaining,” through 2001, heralded a wider application of the “regularization of the person concept ... an increase in release

from teaching time for department heads and coordinators brought increased work opportunities to nonregulars.” His concept of “regularization” applied to both full- and part-time faculty. Equal protection was enshrined by VCCFA demands, between 2007-2010, for the “removal of all arbitrary caps on initial salary scale placement for all terms and regulars.”

The VCCFA emphasis on “regularization” as a “concept,” in the context of a more recent and abrupt engagement with concerns over part-time pay equity, generated a “key compromise” as the last factor for success in implementing the Vancouver model. The compromise “helped cement what is now a twenty-year-old practice of automatic regularization.” The VCCFA consented to the policy that, in addition to a four-month notice and transfer possibilities, a “regularized” faculty member “laid off during the first three years after his or her regularization ... could not collect what would be the severance entitlement.” Partial or no severance for part-timers was already “regular” in the history of the vocational school and city college prior to reestablishment as VCC, but the VCCFA could attempt to renegotiate if members mandated a revision.

This article featured additional research into the history of the Vancouver model, crystallizing the notion that part-time faculty pay proration began under the jurisdiction of a primary and secondary public school district. Former school-teachers appointed to British Columbia ministries, as well as inter-partisan advocates, facilitated the (re)establishment of VCC and its pro rata framework. The article next assessed the VCC as a North American newcomer to intersections and collisions between part-time and full-time faculty salaries. Incongruencies among instructional and administrative expectations did exacerbate faculty association concerns over any “irregular” treatment of part-timers. These apprehensions then became the crucible for the idea of “regularization,” which should be considered in evaluations of Vancouver model applicability in California community colleges. ■



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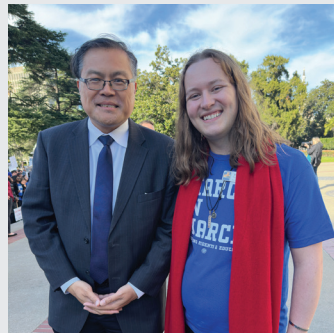
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We extend our deepest gratitude to everyone who helped organize, marched with us, and stood in solidarity. Your advocacy is shaping the future of California's community colleges—because when we come together, we make change happen.





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