

## **111.09 S25 Supporting a United Faculty Workplace for California Community Colleges**

Whereas, The Academic Senate for California Community Colleges (ASCCC) is a statewide steward of academic and professional matters as outlined in Title 5 §53200(c),<sup>1</sup> with a long history advocating for equity and equal rights for part-time faculty and formally working with various faculty groups, such as Faculty Association of California Community Colleges, through the Council of Faculty Organizations on common issues under academic and professional matters and overlapping purview, all of which are essential to equitable and high-quality education;

Whereas, California community colleges currently operate under a divided, or two-tier, faculty system<sup>2</sup> comprised of part-time (adjunct) and full-time (tenured or tenure-track) faculty who often operate under wholly separate rules, guidelines, and affordances, creating many inequities in both working conditions and academic and professional matters, including collegial consultation, professional development opportunities, curriculum development, participatory governance structures, strategic and institutional planning, and more, all of which negatively affect the college experience and success of the marginalized students part-time faculty serve;

Whereas, The persistence of the two-tier faculty system deprives California community colleges of the opportunity to benefit from the diverse viewpoints and professional expertise of a large part of every campus' faculty body<sup>3</sup> and causes disparities, which may be described as "tenurism,"<sup>4</sup> that belie the equitable treatment of faculty and deny basic professional dignity, undermining the principles of equity and just working conditions as outlined in Article 23.1 of the Universal Declaration of Human Rights<sup>5</sup>; and

Whereas, While the current structure, with its two vastly unequal tiers, has produced inconsistent and inequitable service for students, the United Faculty model—also referred to as the one-tier, one-faculty, or unified faculty model—emphasizes the elimination of the two employment tiers to create a structure that will better serve students, colleges, and the state of California, will relieve full-time faculty overburdened by college governance duties by greatly increasing the number of faculty available to participate in college governance, and will support students outside of instructional hours;

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<sup>1</sup> [Title 5 Section 53200\(c\)](#)

<sup>2</sup> [The One-Tier Concept for Advancing Student Success and Achieving Faculty Equality](#)

<sup>3</sup> [CCCCO Faculty and Staff Demographics](#)

<sup>4</sup> <https://cpfa.org/tenurism/>

<sup>5</sup> [Article 23.1 of the Universal Declaration of Human Rights](#)

Resolved, That the Academic Senate for California Community Colleges continue the work called for in its Resolution 17.03 F23 “Supporting Equal Rights for Part-time Faculty” by promoting and supporting legislation enacting the United Faculty model for all California community colleges and actively encouraging system-wide changes to ratify the united faculty system;

Resolved, That the Academic Senate for California Community Colleges, within its purview of academic and professional matters, work in solidarity with the Faculty Association of California Community Colleges, the California Part-time Faculty Association, the New Faculty Majority, the California Federation of Teachers, the Community College Association, and other faculty organizations by endorsing the United Faculty model and encouraging colleges and districts to ensure that all instructors, regardless of rank or tenure status, have equitable access to some form of basic job security as well as equitable and proportional duties and development opportunities as they are willing and available; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with local collective bargaining units and advocacy groups to develop campus cultures that seek out all faculty voices and provide equal access to compensated opportunities in curriculum development, participatory governance roles, professional development, and institutional planning for those part-time faculty who wish to engage in such work.

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