

ACADEMIC SENATE MINUTES

OCTOBER 7, 2025

Elizabeth “Liz” Encarnacion	President	2025-2027	Y
Terezita Reyes Overduin	Vice-President	2025-2026	Y
Laura Santamaria Brady	Secretary/Treasurer	2025-2026	Y
Angela Burk – Herrick	Curriculum Chair	2025-2027	Y
Laura Santamaria Brady	Arts, Communication & Design A	2024-2026	Y
Henry Leonor	Arts, Communication & Design A	2025-2027	Y
Vacant	Arts, Communication & Design B	2025-2026	
Nicole Farrand	Arts, Communication & Design B	2025-2027	Y
Myra Andrade	Academic & Career Counseling	2024-2026	Y
Wendy Whitney	Academic & Career Counseling	2025-2027	Y
Joseph Lee	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2024-2026	Y
Jonathan Polidano	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	Y
Hannah Carter	Chino Campus	2024-2026	Y
Manar Hijaz	Chino Campus	2025-2027	Y
Sean Connelly	Fontana Campus	2024-2026	Y
Anthony Guaracha	Fontana Campus	2025-2027	Y
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2027	
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2026	
Jayne Clark Frize	Health & Wellness - Health Sciences	2024-2026	N
Vacant	Health & Wellness - Health Sciences	2025-2027	
Rob Hadaway	Health & Wellness - Kinesiology, Nutrition & Athletics	2024-2026	N
Candice Hines-Tinsley	Health & Wellness - Kinesiology, Nutrition & Athletics	2025-2027	Y
Terezita Reyes Overduin	Instructional Support	2024-2026	Y
Christina Holdiness	Instructional Support	2025-2027	Y
Melanie Bratcher	Public Service, Culture, & Society	2025-2026	Y
Patricia Gomez	Public Service, Culture, & Society	2025-2027	N
Justin Keller	Science, Technology, Engineering & Mathematics	2025-2026	Y
Louisa Villeneuve	Science, Technology, Engineering & Mathematics	2025-2027	Y
Tamari Jenkins	Senator-At-Large	2023-2026	Y
Sarah Chamberlain	Senator-At-Large	2024-2027	Y
Jin Liu	Senator-At-Large	2025-2028	Y
Carolyn Ward	Adjunct Senator-At-Large	2025-2026	N
Etka Kandhway	Adjunct Senator-At-Large	2025-2027	N
Alternates			
Stephen Shelton	Arts, Communication & Design A	2024-2026	Y
Vacant	Arts, Communication & Design B	2025-2027	
Melissa Johannsen	Academic & Career Counseling	2024-2026	Y
Fabiola Espitia	Academic & Career Counseling	2025-2027	Y
Jay Scott	Business, Technology & Hospitality/Manufacturing, Industrial Design & Technology	2025-2027	N
Vacant	Chino Campus	2025-2027	
Vacant	Fontana Campus	2025-2027	
Vacant	Hospitality, Fashion, Interior Design, and Culinary	2025-2026	
Lisa Doget	Health & Wellness - Health Sciences	2025-2027	Y
Annette Henry	Kinesiology, Nutrition, & Athletics	2025-2027	N
Rose Ann Osmanian	Instructional Support	2025-2027	Y
Vacant	Public Service, Culture, & Society	2025-2026	
Vacant	Science, Technology, Engineering & Mathematics	2025-2027	
Vacant	Adjunct Alternate Senator	2025-2027	
Sarah Schmidt	Classified Senate Liaison	2025-2027	N
Nolan Krueger	Chaffey College Student Government	2025-2027	Y
Alilah Mora De Jesus	Chaffey College Student Government	2025-2027	Y

Guests:

Yolanda Friday, Dean, Business, Technology, and Hospitality
Michael McClellan, Associate Superintendent, Instruction and Institutional Effectiveness
Lissa Napoli, Administrative Assistant, Academic Senate
Albert Rodriguez, Executive Director, Student Life, Equity & Engagement
Alisha Rosas, Associate Superintendent, Student Services and Strategic Communications
Yubel Svensson, Coordinator, Student Life, Equity & Engagement
Cindy Walker, English Second Language, ACD

1. PERSONAL EXPRESSION (12:30 P.M.)**2. CALL TO ORDER (12:35 P.M.)****2.1 Land Acknowledgement**

With respect and honor for the lands where Chaffey College resides and the leaders who came before us, we would like to take a moment to acknowledge the Gabrieleño-Tongva (GABRIEL-EN-YO TONG-VAH) Peoples, the original stewards of these sacred and unceded homelands. The Tongva people's history, language(s), cultural traditions, and legacy continue to shape this region and we recognize their continuing presence in their homelands.

- Read by Melanie Bratcher, Senator, Public Service, Culture, & Society

2.2 Attendee Identification (Chino and Fontana Senators, cameras must be on and turn off all virtual backgrounds.)**3. PUBLIC COMMENT** (Reserved for Guests only and limited to two minutes.)**4. ADOPTION OF AGENDA**

- October 7, 2025
- **Motion for Approval** - Senator Lee moved to adopt the agenda. Senator Doget seconded the motion. The motion was approved. 10.7.25, 19Y/0N/0A.

5. CONSENT AGENDA**5.1 September 30, 2025 Meeting Minutes.** See attachment titled, "ACADEMIC SENATE MINUTES September 30, 2025 DRAFT"**5.2 Curriculum** is asking that the Academic Senate endorse the course modifications that are presented in the packet. See attachment titled "10-1-2025 Curriculum Endorsements"**5.3 Faculty representatives that can no longer serve on these campus committees:****5.3.1 Mackenzie Scott Advisory Group Committee**

Cabrina Alviar, Graphic Design for Digital Media, ACD

- **Motion for Approval** - Senator Shelton moved to approve the Consent Agenda with updated amendments to 7.4.3. 10.7.25. Senator Lee seconded the motion. The motion was approved. 10.7.25, 19Y/0N/0A.

6. GUEST(S)/PRESENTATION(S) **15 minute presentation and up to 10 minute discussion - Principles of Community, presented by Presidents Equity Council workgroup members Cindy Walker, Louisa Villeneuve, Yubel Svensson and Angela Burk-Herrick.*

- Principles of Community are represented by CARES (Community, Accountability, Respect, Equity, and Sense of Belonging)
- Senator Osmanian made a recommendation for the FSC to create workshops that focus on defining CARES and providing tangible strategies that can be used in the classroom or each department.
- President Encarnacion gave feedback on how CARES would be implemented, institutionally. She noted that the college's vision statement, institutional mission, core values, and district goals may mirror the intention presented here. In addition, she asked whether revision of mission and vision statements, core values, and district goals would fall on the Presidents Equity Council workgroup or CPC.
- Curriculum Chair Burk-Herrick emphasized that CARES can serve to set expectations on how we all engage with each other in a shared mission. She also pointed out that our current mission is short and CARES can serve as a way to provide more detail.
- Senator Shelton asked what roles faculty would play in enacting these principles. Senator Osmanian added that implementing these principles of community can be used to collect data on the impact they have on interactions with students, student success, department functionality, etc.
- Senator Bratcher mentioned that presenting CARES at student orientation can be useful for students. Senator Farrand added that besides student orientation, CARES can be used for class norms. This could be a starting point for norming communication in the classroom
- Senator Liu suggested shortening the number of bullet points on “Accountability” to match the other sections and improve readability.
- Senator Jenkins shared support for CARES, approving the idea to create professional development opportunities.
- Yubel Svensson shared that, in practice, CARES would serve as a guide on how we want to interact with each other, with our students, with peers, etc. One of the goals was to have this be something that all committee chairs are trained in, and then committees would adopt this sort of as guidelines for interactions.
- Cindy Walker added that CARES could be part of FLEX training, Department training, etc.
- Senator Lee asked what specific actions will be tied to the points listed under CARES. Senator Hajaz also added that there are other documents and initiatives that highlight similar ideas but may be seen as performative without concrete actions.

7. REPORT(S)

7.1 President

- Over the last month, I have been in discussions with the Executive Team members and various committee groups regarding operating plans and changes that impact the committee groups areas.

Essentially the committee groups requested various information from management and the executive team, with the expectation that those managers and executive team members would convey the requests to other executive team members and managers. Unfortunately, this did not occur. For one prominent

example, during a committee meeting at 1 pm on Thursday, a manager provided an update, and at a 3 pm meeting with a number of the same attendees, an executive team member stated they had no idea about the update that manager had provided and said the manager was incorrect in providing that update. Then, during the Academic Issues Group meeting on Friday, October 3, the Academic Senate Officers questioned this process to the Executive Team members present, who could provide no justification, cause, or rationale as to why that miscommunication occurred.

The associate Superintendent of Instruction called me Monday afternoon to let me know that further communication with the Executive Team had occurred and the original update provided by the manager would be upheld. He provided that information in writing as a way to codify the information.

I understand my communication regarding this issue is vague, and part of that is because of my continued confusion and frustration regarding the persistent point of indecision, and not wanting to share with the senate until there was a clear path forward, however while I have built and continue to trust in my communication with Associate Superintendent of Instruction Michael McClellan, there is still a lot of forward work to do in terms of conflict resolution, effective communication, and organizational leadership skills across the district administration. I am hopeful as we continue momentum on the Governance Handbook and open communication that we can continue to advance effective change in our communication abilities, how the executive team is communicating with one another, how managers are communicating with the executive team, and how managers are communicating downwards to committee groups as well.

Because this is still not done, I'm going to be updating you again. Once I do have a resolution, I will be more specific. But I also didn't want to get to a point where something happened months ago, and you all are asking me, why didn't you give me an update while it was happening?

7.2 Vice President

7.3 Secretary/Treasurer

- Undocumented Student Success Week October is 13-17. The events include a Lunch with Allies on Monday, *Hostile Terrain 94 Toe Tag* Completion Workshop on Tuesday, No One Is Illegal on Stolen Land: A Panel Discussion of Migration, Geography, History, & Art on Wednesday, Continue the Dream: Financial Aid, Dual Enrollment, Guaranteed Transfer, Bachelors Degree Program & Career Education Opportunities on Thursday, and Policies and Procedures Update with Office of Norma Torres on Friday.

7.4 Curriculum Chair

- IT has created a Virtual Suggestion box for suggestions relating to the Self-Service component in the portal. Suggestions can be submitted via the [Colleague Steering Committee Agenda Request Form](#). Faculty can use this form to submit agenda item requests or suggest discussion topics for the committee. For additional ideas, concerns, or general questions, faculty can also reach out to Bryce Prutos directly at Bryce.Prutos@chaffey.edu.

7.5 Classified Senate Liaison

7.6 Chaffey College Student Government Liaison

- CCSG liaisons Krueger and Mora De Jesus shared the success of a calaveras workshop held at Fontana and added that CCSG is also working on resolutions for their general assembly, including conversations about legal clinics and scholarships.

8. UNFINISHED BUSINESS

8.1 Discussion Item/Possible Action Item: Faculty Success Center Facilitator, Tamari Jenkins will lead the discussion on "Addressing Discrepancies in Professional Development Requirements & New Faculty Orientation Best Practices," see attachment titled, "Addressing Discrepancies in Professional Development Requirements"

- Senators discussed last meeting's question on how part-time faculty who teach shorter terms would complete possible changes to FLEX requirements.
- FSC Facilitator Jenkins asked for guidance on whether to prioritize part-time FLEX obligations or NFO legitimization in the contract.
- Cindy Walker suggested that part-time faculty be given the entire semester to complete FLEX obligation. Senator Santamaria Brady asked whether not completing the FLEX requirement in the semester would impact the ability of part-time instructors to return next semester, especially since some part-time instructors may not teach concurrent terms.
- Senator Polidano asked for clarification on whether program specific development training would count as FLEX requirements. EV training, for instance, may not directly align with current FLEX strands.
- Senator Lee suggested that FLEX for part-time instructors be offered asynchronously. FSC Facilitator Jenkins clarified that part-time faculty would not be required to complete FLEX in person.
- Curriculum chair Burk-Herrick also highlighted that the majority of our sections are taught by part-time instructors, so it would be beneficial for the college to support part-time professional development.
- Senator Doget mentioned that another college offers to pay full time faculty for professional development.

8.2 Action Item: The following faculty have applied to serve on the Mackenzie Scott Advisory Group to replace open faculty representative seats. Currently three seats are open to be filled for the Mackenzie Scott Advisory Group committee. Please see attached for each applicant's application materials.

- Sarah Davilla
- Donald Essex
- Elizabeth Fiedorek
- Norma Leon
- Joshua Stapleton
- **Motion for Approval** - Senator moved to endorse Donald Essex, Norma Leon, and Joshua Stapleton to serve on the Mackenzie Scott Advisory Group. Senator Lee seconded the motion. The motion was approved. 10.7.25, 22Y/0N/0A.

9. NEW BUSINESS - None.

10. FLOOR ITEMS **10 minutes each* (Reserved to raise concerns within the Academic Senate scope. The Senate will hear your concerns/questions, but may not respond. If requested, the concern can be included on a future agenda.)

- Senator Osmanian asked for clarification on the use of the virtual feedback form. Curriculum-chair Burk-Herrick answered that submissions would go to the Colleague Steering Committee.

- Senator Bratcher asked about the process to request LTI licenses on Canvas. Additional purchases should be presented to the Distance Education Committee. These can also be presented to the Academic Senate.

11. ANNOUNCEMENTS

11.1 Academic Senate

- 11.1.1** Chaffey College Faculty Association President, David Rentz and Academic Senate President, Elizabeth Encarnacion, present, “What Are The Differences Between Academic Senate and CCFA? Case studies approach.” October 22, 2025, 6:30 PM, Zoom meeting, for complete details and to sign up, please refer to the Faculty Success Center Hub and register through My Learning Hub.
- 11.1.2** Academic Senate President, Elizabeth Encarnacion and Amanda Admire, Ariel Sales-Martinez, and Joseph Cascio from Institutional Research, present, “How To Create Change on Campus: Leveraging data-tailoring your message.” November 17, 2025, 2:00 PM, for complete details and to sign up, please refer to the Faculty Success Center Hub and register through My Learning Hub.

11.2 Academic Senate for California Community Colleges (ASCCC) Information

- 11.2.1** Save the Date! 2025 Fall Plenary Session, November 6-8, 2025, [Hyatt Regency La Jolla](#), We’re excited to announce the **fully in-person 2025 Fall Plenary Session**, bringing us together once again for connection, collaboration, and inspiration!

Resilience in Action: Upholding Our Humanity and Mission Amid a Shifting Landscape. **Join us in-person** for this energizing gathering where voices are heard, ideas are exchanged, and community is strengthened. Whether you’re a seasoned attendee or a first-timer, this is your moment to be in the room where it happens.

Deadline to register: **October 22nd, 2025 at 5:00 pm** for [General Admission: \\$625](#)

- 11.2.2** Check out Academic Senate for California Community Colleges webpage for other great webinars/events at [asccc.org](#)

11.3 Chaffey College

- 11.3.1** 4th Annual Black and Brown Minds & Mattering Conference – Friday, October 24
- 11.3.2** Radical Geographies: possibilities of the imaged landscape (Wignall Museum) Tuesday, September 2 – Saturday, November 8
- 11.3.3** Save the Date! [Report to the Community 2025](#), Building Tomorrow’s Leaders– Wednesday, November 5, Jesse Turner Center, Fontana, 11:00 AM,

12. ADJOURNMENT (1:50 P.M.)

The next Academic Senate meeting is scheduled for Tuesday, October 14, 2025.

Lissa A. Napoli, Recording Secretary

Laura Santamaria Brady, Treasurer / Secretary

1. ACD, BTH, and CHINO Mid-Cycle Updates:**ART PACKAGE**Art Program Presentation

The faculty have determined in their Mid-Cycle Update Form that the following courses require no updates or changes for their mid-cycle review:

ART-10	2D Design: Concepts, Theory, and Practice
ART-12	3D Design: Concepts, Theory, and Practice
ART-14	Introduction to Drawing
ART-15	Color Theory
ART-16	Introduction to Painting
ART-18	Introduction to Ceramics
ART-20	Ceramic Sculpture: Concepts, Theory, and Practice
ART-30	Figure Drawing
ART-32	Intermediate Drawing
ART-34	Intermediate Painting
ART-35	Intermediate Ceramics
ART-40	Advanced Ceramics
ART-50	Introduction to Sculpture
ART-62	Illustration
ART-89	Student Invitational Exhibition
ART-460	Portfolio and Professional Practices

Program Modifications:

Studio Arts	AA-T
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ART: GRAPHIC DESIGN/DIGITAL MEDIA PACKAGEArt: Graphic Design Program Presentation

The faculty have determined in their Mid-Cycle Update Form that the following courses require no updates or changes for their mid-cycle review:

ARTGD-13	History of Graphic Design
ARTGD-74	Identity System Design
ARTGD-82	Introduction to Digital Media
ARTGD-84	Motion Graphic Animation

Course Modifications w/ DE:

ARTGD-63	Introduction to Graphic Design
ARTGD-73	Typography and Layout
ARTGD-83	Web Design

Program Modifications:

Graphic Design for Digital Media	AA
Graphic Design for Digital Media	Certificate of Achievement

BROADCASTING AND CINEMA PACKAGE

Broadcasting and Cinema Program Presentation

The faculty have determined in their Mid-Cycle Update Form that the following courses require no updates or changes for their mid-cycle review:

BRDCAST-3	Introduction to Electronic Media
BRDCAST-55	Beginning Audio Production
BRDCAST-60	Beginning Single Camera Production
BRDCAST-62	Beginning TV Studio Production
BRDCAST-67	Beginning Radio Production
BRDCAST-70	Postproduction for Broadcasting & Cinema
BRDCAST-74	High Definition Cinematography
CINEMA-20	Screenwriting - Cinema
CINEMA-22	Introduction to Media Writing
CINEMA-25	Survey of World Cinemas
CINEMA-26	Survey of American Cinema
CINEMA-30	Beginning Motion Picture Production
CINEMA-80	Producing for Broadcast and Cinema
CINEMA-96	Internships in Cinema, Television, or Radio

Program Modifications:

Broadcasting and Cinema	AS
Film, Television and Electronic Media for Transfer	AS-T
Motion Picture Production	Certificate of Achievement
On-Air Radio Production	Certificate of Achievement
Post Production Editing	Certificate of Achievement
Screenwriting	Certificate of Achievement
Television and Video Production	Certificate of Achievement

MUSIC PACKAGE

Music Program Presentation

The faculty have determined in their Mid-Cycle Update Form that the following courses require no updates or changes for their mid-cycle review:

MUSIC-4	Music Appreciation
MUSIC-5	Music Theory and Musicianship I
MUSIC-6	Music Theory and Musicianship II
MUSIC-7	Music Theory and Musicianship III
MUSIC-18	Introduction to Pro Tools
MUSIC-19	Introduction to Logic and Live
MUSIC-20	Applications of Digital Audio Workstations
MUSIC-21	History of Jazz
MUSIC-22	History of Rock and Pop
MUSIC-23	Hip-Hop
MUSIC-26	World Music
MUSIC-35	Piano for Music Majors I
MUSIC-36	Piano for Music Majors II
MUSIC-40	Beginning Guitar
MUSIC-41	Intermediate Guitar
MUSIC-58	Applied Music
MUSIC-75	Concert Choir
MUSIC-76	Chamber Choir
MUSIC-77	Community Concert Band
MUSIC-78	Jazz Band

New Courses w/ DE:

MUSIC-9	Introduction to Music Technology
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Course Modifications w/ DE:

MUSIC-15	Introduction to Music Business
MUSIC-16	Introduction to Recording
MUSIC-17	Electronic Music
MUSIC-37	Piano for Music Majors III

Course Deactivations:

MUSIC-38	Studio Piano
MUSIC-8	Music Theory and Musicianship IV

Program Modifications:

Commercial Music	AS
Music	AA-T
Recording Arts Technician	Certificate of Achievement

THEATRE PACKAGE

Theatre Program Package

The faculty have determined in their Mid-Cycle Update Form that the following courses require no updates or changes for their mid-cycle review:

THEATRE-1	Introduction to Theatre
THEATRE-4	Theatre History: Ancient to 1700
THEATRE-5	Theatre History: 1700-Present
THEATRE-7	Theatrical Script Analysis
THEATRE-8	Voice and Movement for the Actor
THEATRE-10	Principles of Acting I
THEATRE-12	Principles of Acting II
THEATRE-18	Acting for the Camera
THEATRE-30	Stagecraft
THEATRE-31	Introduction to Design
THEATRE-32	Theatre Design-Lighting
THEATRE-40	Stage Costuming
THEATRE-42	Theatrical Makeup
THEATRE-50ABCD	Theatre Practicum - Rehearsal and Performance
THEATRE-52ABCD	Theatre Practicum - Technical Theatre in Production
THEATRE-496ABCD	Internships in Technical Theatre and Entertainment Design

Course Modifications w/ DE:

THEATRE-35	Musical Theatre Performance
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Program Modifications:

Theatre Arts	AA-T
Technical Theatre	Certificate of Achievement
Theatre: Acting Emphasis	AA

Chaffey CARES

Chaffey College Principles of Community

All members of the Chaffey College community deserve an inclusive environment that encourages openness, appreciation, respect, and empathy. President's Equity Council's Principles of Community were designed to shape the College's culture and norms to support our students through their educational journey. These principles will serve as a guide and framework for interactions, programs, committees, and processes to build an inclusive and cohesive college community.

C

COMMUNICATION

- Listen to the experiences of students
- Affirm the experiences of historically and systemically underrepresented members of the community
- Use asset-based frameworks and language that are centered in strengths, resources, and capabilities
- Be transparent in communicating by making invisible processes and expectations visible whenever possible
- Practice self-focus and share from the "I" perspective when sharing experiences or feelings
- Engage in mindful feedback
- Respond to others in a timely manner (e.g., emails, phone calls, etc.)

A

ACCOUNTABILITY

- Acknowledge the impacts historical and systemic racism and oppression have had on higher education and our college communities
- Recognize and respond to the varying needs of the different communities at Chaffey College
- Engage in learning and growing by giving, receiving, synthesizing, and responding to productive feedback
- Build intentional feedback loops and hold ourselves accountable for the results of efforts to advance our goals of diversity, equity, inclusion, and social justice
- Own mistakes and take responsibility for repairing those mistakes
- Follow through with commitments and communicate when we can't follow through as planned/expected
- Hold our systems, policies, procedures, and practices accountable to centering the success of our students
- Foster environments of brave spaces where we can navigate discomfort, be authentic, and challenge assumptions to promote growth

R

RESPECT

- Treat others as individuals, recognizing and honoring their unique backgrounds, strengths, needs, and ways of learning
- Value all voices and empower historically and systemically underrepresented voices in conversations and decision-making
- Balance engagement by participating and making room for others to share
- Call others in to learning by engaging in civil discourse, collaborative communication, and respectful resolution
- Consider both the intent and impact of our communication

E

EQUITY

- Use equity as a lens in the decision framework
- Act deliberately to create a safe, inclusive, and anti-racist environment for students and employees
- Implement policies and procedures that foster a climate of equity, inclusion, anti-racism, and mutual respect
- Provide and adapt the appropriate resources and support needed for community members to engage successfully in the community
- Honor individual and group differences and leverage those differences for our growth and understanding as an educational community

S

SENSE OF BELONGING

- Seek to understand the unique needs of individuals and the intersectionality of their identities
- Recognize and acknowledge one another's unique identities, strengths and efforts to create a sense of mattering
- Create conditions for connection and community building
- Build relationships to create a positive work and learning environment
- Check in with each other to create a sense of community care
- Develop a culture of compassionate action toward one another and our students
- Seek to give individuals the opportunity to be seen or heard

FEEDBACK REQUEST

STEP 1

Review the
Principles of Community

[View Document »](#)



STEP 2

Complete the
feedback form online

[Feedback Form »](#)



Addressing Discrepancies in Professional Development Requirements

Proposal for an Equitable Solution for Part-Time Faculty

Introduction

Professional development (also referenced as professional learning) is essential for fostering continuous learning, innovation, and effectiveness within higher education. However, the current professional learning requirement (Flex) at Chaffey College has revealed discrepancies that impact part-time faculty unequally. This document highlights those discrepancies and proposes a revised framework designed to ensure equitable expectations and incentives placed on the engagement in professional learning.

Identified Discrepancies

- Unequal Professional Learning Incentives for Part-Time Faculty

Part-time faculty who teach exclusively online (100% asynchronous classes) have zero expectation or incentive for professional learning.

Part-time faculty who teach non-credit courses or who are librarians or instructional specialists have zero expectation or incentive for professional learning.

Part-time faculty who teach hybrid or face-to-face classes that meet in person on Mondays, Tuesdays or Wednesdays have zero expectation or incentive for professional learning UNLESS it's spring semester but this depends on whether Faculty Lecture Day lands on a Tuesday or Wednesday.

Part-time faculty who teach a late start, or Fast-Track-2 course that has in-person meetings have zero expectation or incentive for professional learning UNLESS it's spring semester and the class has an in-person meeting that would meet on Faculty Lecture Day.

According to the Chaffey College CBA (section: 17.4, section F) the only part-time faculty with a professional learning incentive (Flex requirement) are those who teach in-person, credit classes that convene in-person on a scheduled Flex day (usually a Thursday, Friday or on whatever weekday Faculty Lecture Day lands in the spring semester).

- Compensation concerns

This same section of the contract (listed above) states that "compensation for part-time faculty with a fulfilled Flex obligation is incorporated into their per-course pay." It needs to be investigated if there is an actual pay differentiation for part-time faculty with a Flex obligation versus those without one.

- **Arbitrary and Confusing Requirements**

These Flex requirements do not factor in that the majority of our part-time faculty have online teaching assignments.

These Flex requirements do not factor in that Chaffey offers multiple course formats, lengths and start dates (14-week late start, 8-week fast-track 2).

These Flex requirements appear arbitrary and difficult for our part-time faculty to keep track of (not withstanding their coordinators and managers).

- **Inconsistent Messaging Surrounding the Importance of Engagement in Professional Learning**

Participation in professional learning is not meant to be burdensome. On the contrary it's meant to be a beneficial opportunity for growth and development. All faculty have many options for obtaining Flex credit: in-person Flex workshops, FSC workshops (offered mainly in online or Hyflex formats) asynchronous trainings, or Flexible Flex. However, with the contract requirements outlined the way that they currently are, two part-time faculty members from the same department and even the same discipline might have polar opposite experiences surrounding Flex engagement. **One part-time faculty member might have a six-hour Flex requirement per semester whereas the other part-time faculty member may not even know what a Flex requirement is.**

The current requirement sends the message that faculty teaching online courses, non-credit courses, or who are librarians or instructional specialists would not benefit from engaging in professional development.

Proposed Equitable Solution

- Make the requirement equitable so that all part-time faculty have an equal expectation or incentive for engaging in professional learning.
- Consider a requirement that is a portion or percentage of their teaching load (for example: 10% of an average part-time load (approx. 10 – 30 FTEs) would be approximately 1-3 hours of Flex per semester.
- Cease to allow ones teaching assignment, faculty classification (librarian or instructional specialist) and in-person meeting dates to dictate the amount of professional learning that is required.

Call to Action

If you value professional learning and want all faculty to have equitable expectations and incentives to engage, please respond to the CCFA survey going out this week and bring this issue to the attention of our negotiators.

PART-TIME FACULTY FLEX DISCREPANCY IN PROFESSIONAL DEVELOPMENT

The Problem



NO FLEX
REQUIRED FOR
FACULTY THAT
TEACH ONLINE



PAY CONFUSION
BUILT-IN?
NOT CLEAR

ARBITRARY
RULES



FACULTY IN SAME DEPT.
+ DIFFERENT
FLEX OBLIGATIONS

The Impact



SOME FACULTY
EXCLUDED FROM
GROWTH



CONFUSING FOR
MANAGERS AND
COORDINATORS



SENDS WRONG
MESSAGE:
PROFESSIONAL
LEARNING ISN'T FOR
EVERYONE

The Solution



EQUAL EXPECTATION
FOR ALL



FLEX LOAD: %
OF TEACHING LOAD
(E.G., 1-3 HRS/SEMESTER)



STOP USING COURSE
TYPE TO DECIDE FLEX
OBLIGATION

COMPLETE
CCFA SURVEY








RAISE THE ISSUE
WITH NEGOTIATORS



SUPPORT EQUITY
IN PROFESSIONAL LEARNING

New Faculty Orientation (NFO): Best Practices & Why They Matter




Current Practices (Proven to Work)

-  **Semester-long course:** 3 hours every Friday
 -  **Mentorship:** New faculty paired with experienced mentors
 -  **Research Project:** Faculty present student success strategies at Innovation Gallery
 -  **Reassign Time:** Equivalent to one course load (no salary deduction)
 -  **Manager Support:** Leaders encourage attendance & participation
 -
-

Proposed Change

- **Legitimize in CBA (Contract):** Protect and secure these practices by formally recognizing them
-

Why This Matters

-  Protects NFO from future administrative changes
 -  Recognizes NFO as a **campus-wide priority**
 -  Ensures **long-term stability** of onboarding excellence.
-

Takeaway:

Formalizing these best practices in the contract **secures the success of new faculty and, ultimately, our students.**



2022-2023 REPORT

California Community Colleges Academic Hiring

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor

2022-23 CALIFORNIA COMMUNITY COLLEGES ACADEMIC HIRING REPORT

Prepared By

California Community Colleges Chancellor's Office

College Finance and Facilities Planning Division

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EXECUTIVE SUMMARY

The 2022-23 Academic Hiring Report was prepared according to the requirements of Education Code Section 87892. For purposes of this report, new full-time faculty include credit, noncredit, instructional, and non-instructional tenure track full-time faculty hired beginning July 1, 2018, through June 30, 2023. The Academic Hiring Report aggregates data collected from community college districts via various reports and the Chancellor's Office Management Information System.

The report includes the following:

- In 2022-23, a statewide total of 935 positions were filled and maintained using full-time faculty hiring program funds. In 2022-23, districts were allocated a statewide total of \$150,000,000, and spent \$134,257,062, or 90% of the allocation.
- Since establishment of the program in 2018-19, districts have been allocated a statewide total of \$450,000,000, and spent \$427,318,797, or 95% of the allocation.
- As of November 2023, districts reported a statewide total of 16,304.6 FTEF attributed to full-time faculty, which is 60% of the 19,051.3 total FTEF for both part-time and full-time faculty.
- In 2022-23, the number of FTES taught by full-time faculty, including FTES co-taught with part-time faculty, was 519,289.4 FTES, or 57% of total FTES of 911,308. The number of course sections taught by full-time faculty, including sections co-taught with part-time faculty, was 165,820, or 55% of total course sections of 304,041.
- In fall 2023, part-time faculty were comprised of 55.0% white non-Hispanic, 18.3% Hispanic, 9.6% Asian, 5.3% African American, 0.7% American Indian/Alaskan, 0.4% Pacific Islander, with the remainder reported as multi-ethnicity or not specified. The gender breakdown for part-time faculty was 52.9% female, 46.3% male, and 0.8% non-binary.
- Full-time faculty were comprised of 58.2% white non-Hispanic, 19.7% Hispanic, 9.2% Asian, 5.4% African American, 0.7% American Indian/Alaskan, 0.4% Pacific Islander, with the remainder not specified. The gender breakdown for full-time faculty was 54.4% female, 45.2% male, and 0.4% non-binary.
- In 2022-23, 701 part-time faculty were offered full-time positions, representing 3.8% of all full-time faculty.
- In 2022-23, 860 full-time faculty left or retired from their positions, representing 4.8% of total full-time faculty.
- In 2022-23, 29% of full-time faculty had some amount of release time, 5% were on paid leave at some point during the year, and 2% were engaged in some amount of sabbatical time.

- In 2022-23, the statewide average of student interaction hours taught by full-time faculty was 15 hours weekly, with contractual loads varying widely between 13.5 and 23 hours per week, dependent on factors such as lecture or lab, length of course, and subject matter.
- The Chancellor’s Office has recently established an Equal Employment Opportunity 10-Point Plan to offer guidance on equity-focused hiring and retention practices and procedures. Districts must report annually to the Chancellor’s Office that they meet the requirements and provide a summary of the actions taken. The first annual certification and report is due September 30, 2024, and results will be summarized in the 2023-24 Academic Hiring Report.

FULL-TIME FACULTY HIRING PROGRAM SUMMARY

The 2018-19 Budget Act included \$50 million and the 2021-22 Budget Act included \$100 million for a total of \$150 million in ongoing funds for hiring full-time faculty. Since then, districts have been allocated a statewide total of \$450,000,000 and spent \$427,318,797, or 95% of the total allocation. The number of full-time faculty positions filled and maintained during the 2022-23 fiscal year totals 935.¹ These positions were supported by the allocated funds specifically earmarked for faculty hiring. However, the number of hires eligible for and supported by full-time faculty hiring program funds exceeded the allocation in most districts. Therefore, most districts spent 100% of their allocation, and supplemented the difference with other funding sources. Fifteen districts had some percentage of their allocation that remained unspent as of June 30, 2023, representing a total of \$22,681,203² or 5% of the cumulative allocation. Appendix A provides a breakdown of expenditures by district and the percentage of allocation used as of fiscal year 2022-23 and Appendix B provides hiring data from all districts based on positions filled and maintained with Full-Time Faculty Hiring Funds.

FULL-TIME FACULTY TEACHING METRICS

During academic year 2022-23, full-time faculty taught 158,266 sections, representing 52% of all course sections taught. Additionally, 2% of all sections were team-taught by both full-time and part-time faculty, resulting in 54% of sections associated with full-time faculty (Chart 1).³ Numbers by district can be found in Appendix E. In terms of full-time equivalent students (FTES), full-time faculty taught 488,247 FTES, accounting for 54% of the statewide total FTES. Moreover, 31,042 FTES (3% of the total) were team-taught by both full-time and part-time faculty, resulting in 57% of FTES delivered by full-time faculty (Chart 2).⁴ The district breakdowns can be found in Appendix D.

1 District responses to the Chancellor’s Office Academic Hiring Report survey April 1, 2024

2 District responses to the Chancellor’s Office Academic Hiring Report survey April 1, 2024

3 Chancellor’s Office Management Information System – Academic Year 2022-23, ran May 14, 2024

4 Chancellor’s Office Management Information System – Academic Year 2022-23, ran May 14, 2024

Chart 1: 2022-23 Statewide Total Sections Taught¹

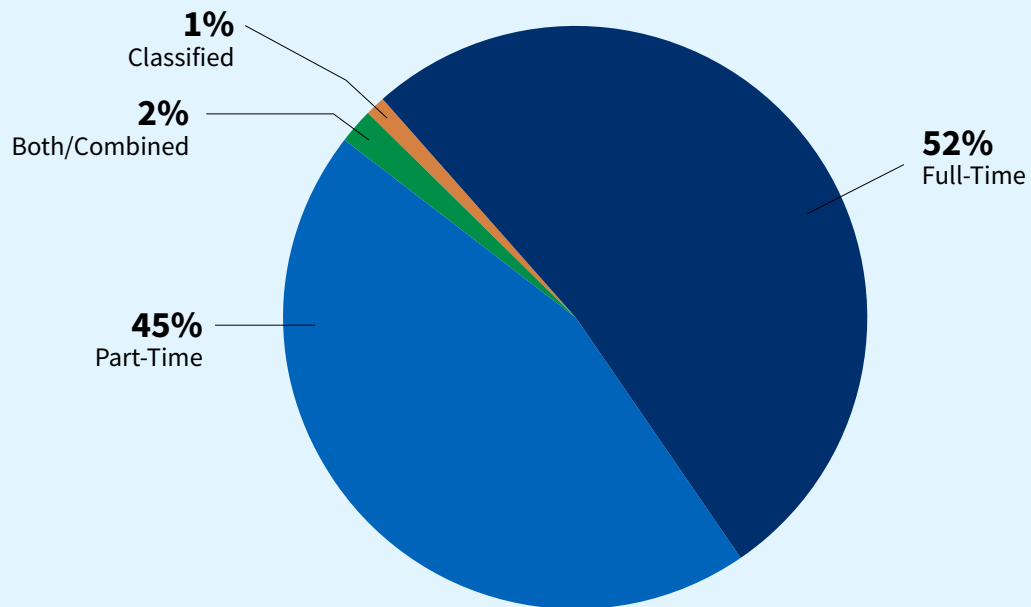
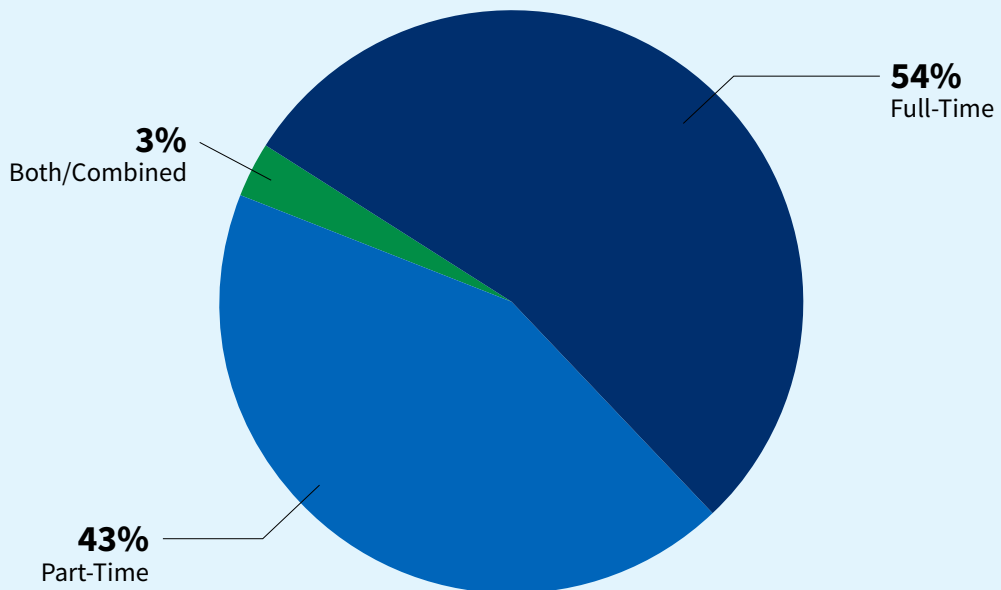


Chart 2: 2022-23 Total FTES Taught²



¹ Source: California Community Colleges Chancellor's Office

² Source: California Community Colleges Chancellor's Office

FACULTY DEMOGRAPHICS

The following charts present a statewide breakdown of the fall 2023 demographic composition of faculty members, both full-time and part-time, delineated by race, ethnicity, and gender, and compares those demographics directly with that of the student body during academic year 2022-23. By analyzing these statistics, we gain valuable insights into the need for diversity and inclusivity within our academic community. Chart 3 summarizes the distribution of race and ethnicity of both part-time and full-time faculty members as compared to students, while Chart 4 summarizes gender distribution among part-time and full-time faculty as compared to students. More details for faculty demographics by district can be found in appendices F and G (full-time faculty) and H and I (part-time faculty). While community colleges have made some progress, there is still significant potential to diversify our faculty to better reflect the vibrant student body of California community colleges. Currently, there is a disparity in representation among our faculty members compared to the students they serve. In 2022-23, Hispanic students made up 43.5%¹ of the entire student body, yet less than 10%² of full-time and part-time faculty reported to be Hispanic in fall 2023. Conversely, only 24.8%³ of students identified as White Non-Hispanic, whereas over half of full-time and part-time faculty fell into this category.⁴ Embracing the opportunity to address these disparities will strengthen our institutions and enhance the educational experience for all students.

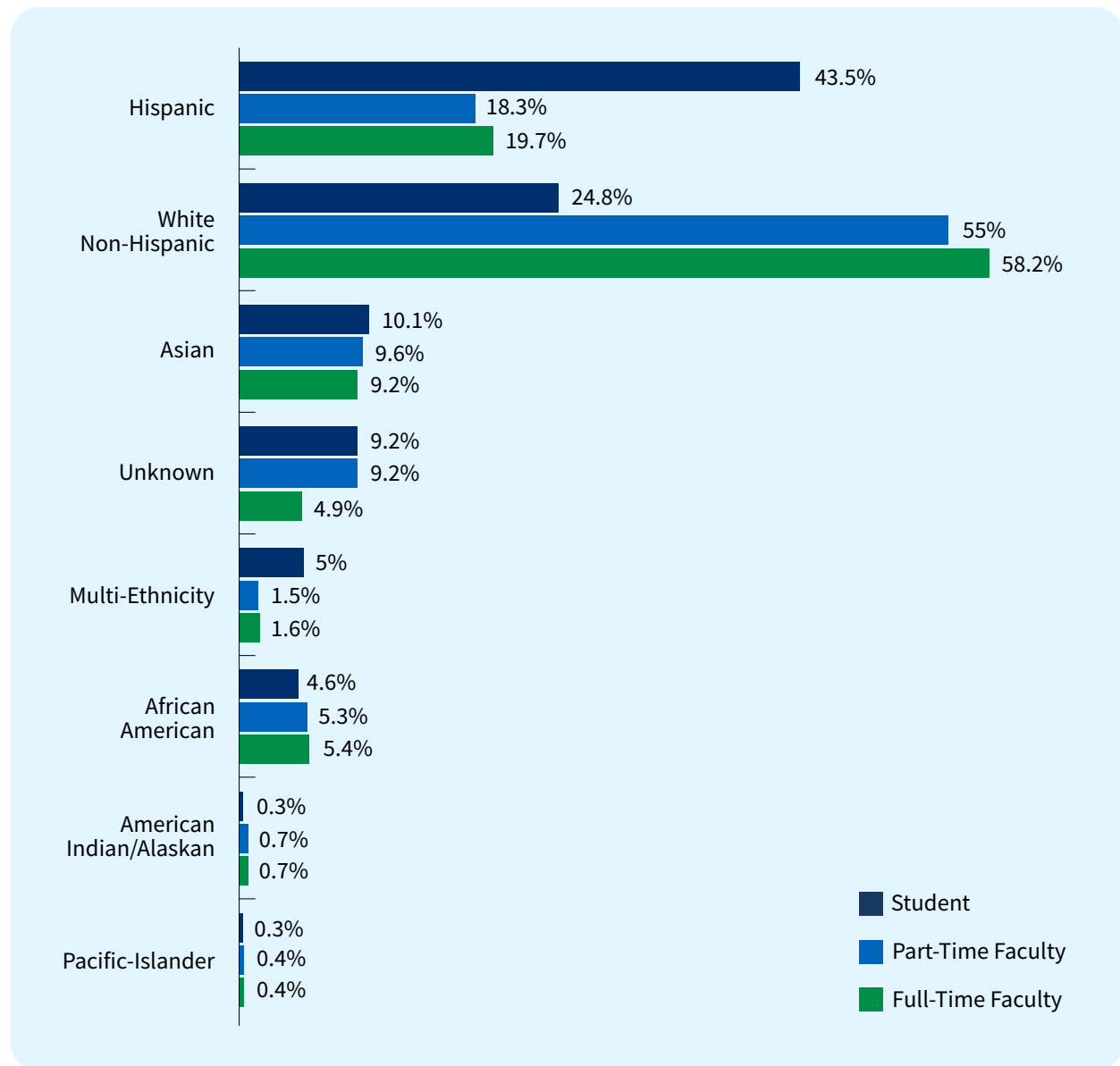
1 Chancellor's Office Management Information Systems, Academic Year 2022-23, data pulled May 24, 2024

2 Chancellor's Office Management Information Systems, fall 2023, data pulled April 19, 2024

3 Chancellor's Office Management Information Systems, Academic Year 2022-23, data pulled May 24, 2024

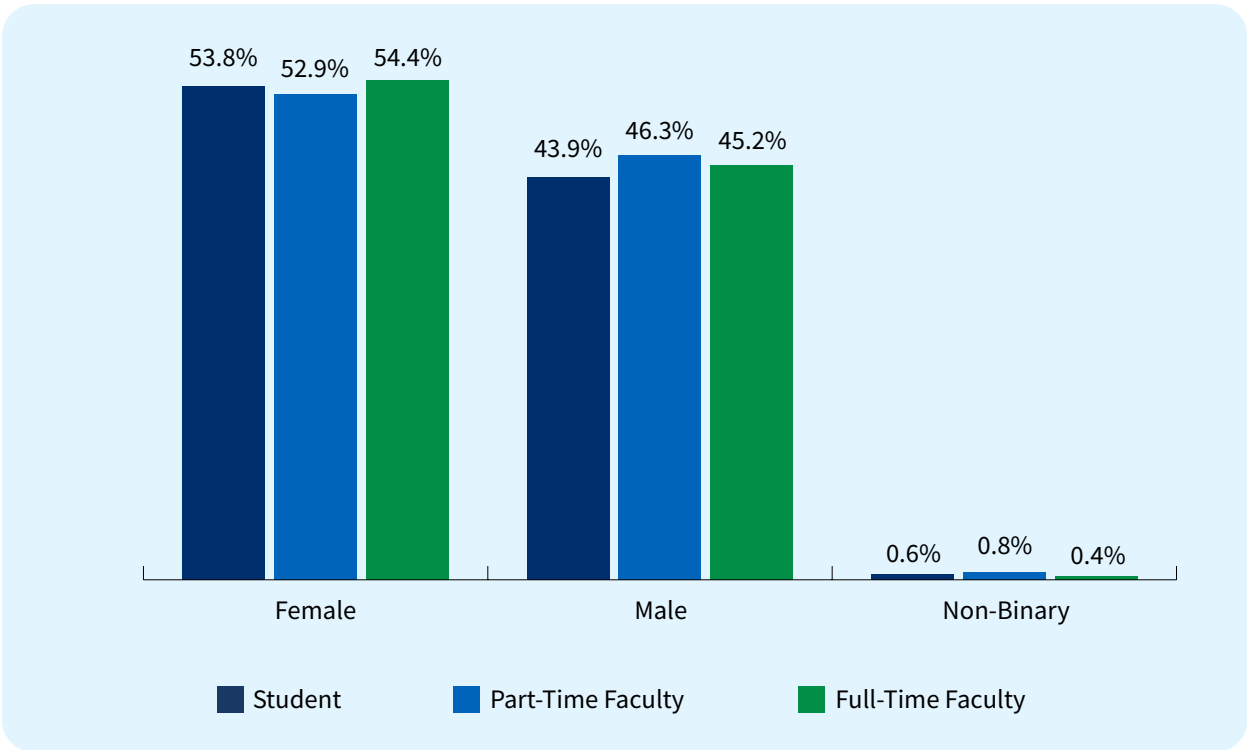
4 Chancellor's Office Management Information Systems, fall 2023, data pulled April 19, 2024

Chart 3: Statewide Total Percentage of Faculty (Fall 2023) and Students (2022-23) Disaggregated by Race and Ethnicity¹



¹ Source: California Community Colleges Chancellor's Office

Chart 4: Statewide Total Percentage of Faculty (Fall 2023) and Students (2022-23) Disaggregated by Gender¹



FACULTY TRANSITIONS OVERVIEW: PART-TIME TO FULL-TIME CONVERSION AND FULL-TIME DEPARTURES

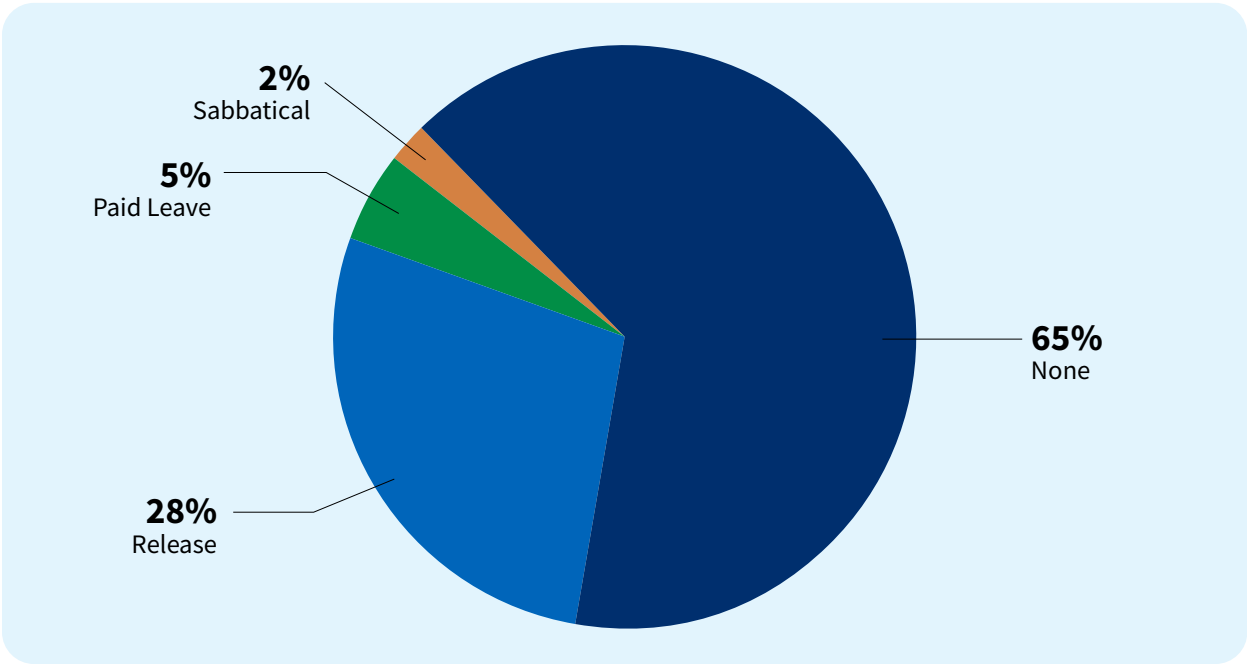
The transition of faculty members from part-time roles to full-time positions, as well as the departure or retirement of full-time faculty, represents significant shifts within academic institutions. Notably, 701² part-time faculty members have been offered full-time positions during the 2022-23 academic year, representing 68% of the reported new full-time faculty hires, signifying opportunities for professional advancement and increased institutional commitment. Additionally, 860³ full-time faculty positions were vacated due to retirements or other departures, accounting for 5% of the total full-time faculty across all districts in 2022-23. This analysis highlights the mobility and stability of faculty members within the academic workforce, providing insights into recruitment strategies, retention efforts, and the overall health of the institution’s faculty community. For detailed information by district, please refer to Appendix J.

1 Source: California Community Colleges Chancellor’s Office
2 District responses to the Chancellor’s Office Academic Hiring Report survey April 1, 2024
3 District responses to the Chancellor’s Office Academic Hiring Report survey April 1, 2024

FULL-TIME FACULTY STATUS OVERVIEW: RELEASE TIME, SABBATICAL, AND PAID LEAVE

Chart 5 offers a comprehensive overview of the current landscape, focusing specifically on faculty members who are either availing release time, engaged in sabbatical pursuits, or on paid leave. Understanding these aspects is pivotal for gauging the availability of faculty resources, the extent of scholarly engagement and the institution’s support systems for academic development and personal well-being. The chart illustrates the distribution of faculty members’ statuses, revealing that 28% have release time, 2% are on sabbatical, 5% are on paid leave and 65% are not on any form of leave.¹ Through this analysis, we gain valuable insights into the distribution of faculty commitments, facilitating strategic planning and resource allocation to uphold a vibrant and supportive academic community. For detailed information by district, please refer to Appendix K.

Chart 5: 2022-23 Statewide Total Percentage of Faculty on Release Time, Sabbatical, or Paid Leave²



CONTRACTUAL LOAD PER COLLECTIVE BARGAINING AGREEMENTS

The number of classroom student interaction hours taught by full-time faculty each week as part of their contractual load can vary significantly among colleges ranging between 13.5 and 23, and depends on the subject matter, the length of a course, whether the courses taught are lecture or lab units, and other specific institutional requirements. However, as outlined in the California Community College Chief Instructional Officer (CIO) Manual published in 2012,

1 District responses to the Chancellor’s Office Academic Hiring Report survey April 1, 2024

2 Source: California Community Colleges Chancellor’s Office

which details full-time faculty loads, the average contractual load is typically set at 15 units per semester, or 15 hours per week for 35 weeks in a year, totaling 525 hours per year in the classroom.¹

PROMOTING DIVERSITY IN FACULTY RECRUITMENT

The Chancellor’s Office has taken proactive measures to address the challenges and barriers in increasing full-time faculty and enhancing faculty diversity, recognizing their pivotal role in student success and completion. In partnership with community college districts and prominent statewide leaders, the Chancellor’s Office developed a statewide Equal Employment Opportunity (EEO) plan that supports districts in their efforts to improve their employment practices.

Central to the EEO initiative is the “[10-Point Plan](#),” a meticulously crafted guide that infuses intentional practices at every phase of the hiring process, beginning with a thorough review and adaptation of policies and practices, the plan progresses to targeted training programs aimed at equipping potential hires with essential skills.

Critical to fostering diversity is intentional outreach and recruitment efforts, ensuring a broad and inclusive pool of candidates. Diversification of the search committee itself reinforces fairness in selection, a crucial aspect outlined in the plan. Moreover, student involvement in committees offers a valuable perspective, enriching the hiring process.

The introduction of a cluster hiring initiative, appointing multiple faculty members in related fields simultaneously, streamlines the process while fostering diversity. Equally significant is the provision of comprehensive onboarding experiences, supplemented by intentional mentoring to support new hires during their crucial early stages.

Recognizing the importance of a conducive campus climate, the plan emphasizes initiatives aimed at fostering inclusivity and providing continuous professional development opportunities. Collaboration among faculty and staff further strengthens the supportive environment, essential for both faculty and student success.

Through these multifaceted strategies, the community college district is committed to enhancing faculty diversity, thereby creating an environment conducive to student success and completion. By championing inclusivity and equity in hiring practices, the district endeavors to cultivate a vibrant academic community reflective of its diverse student body.

The EEO Annual Certification Form, previously due on an earlier date, has been rescheduled to September 30, 2024. This extension comes after discussions with districtwide EEO committees, district Board Presidents, and the Equal Employment Opportunity District Advisory Committee (EEODAC). The updated form combines the EEO Fund District Expenditure Report and the Multiple Method Allocation Certification Forms, streamlining the reporting process into a single document. Due to the extension of the EEO Annual Certification Form deadline, district-specific information is currently unavailable for inclusion in this report but should be available in our report next year.

1 California Community College Chief Instructional Office Manual 2012

APPENDIX A: FULL-TIME FACULTY HIRING PROGRAM ALLOCATION SUMMARY

District	Cumulative Allocation 2018-19 to 2021-22	2022-23 Allocation	Cumulative Total of Allocation	Cumulative Total of Funds Used	Percentage of Allocation Used
Allan Hancock	\$2,312,203	\$1,172,401	\$3,484,604	\$3,484,604	100%
Antelope Valley	2,896,501	1,481,893	4,378,394	4,378,394	100%
Barstow	626,648	313,430	940,078	940,078	100%
Butte	2,860,570	1,476,958	4,337,528	4,337,528	100%
Cabrillo	2,641,130	1,449,374	4,090,504	4,090,504	100%
Cerritos	4,673,354	2,434,748	7,108,102	7,108,102	100%
Chabot-Las Positas	5,035,244	2,524,874	7,560,118	7,560,118	100%
Chaffey	3,806,029	1,856,923	5,662,952	5,662,952	100%
Citrus	3,240,604	1,639,708	4,880,312	4,880,312	100%
Coast	8,424,368	4,076,831	12,501,199	12,501,199	100%
Compton	1,723,468	926,578	2,650,046	2,650,046	100%
Contra Costa	7,909,587	3,989,517	11,899,104	10,263,709	86%
Copper Mountain	411,941	209,111	621,052	621,052	100%
Desert	2,669,732	1,318,517	3,988,249	3,988,249	100%
El Camino	5,161,656	2,544,156	7,705,812	7,705,812	100%
Feather River	472,166	253,796	725,962	725,962	100%
Foothill-De Anza	6,984,861	3,722,295	10,707,156	10,707,156	100%
Gavilan	1,228,231	601,108	1,829,339	1,481,002	81%
Glendale	3,653,131	1,793,512	5,446,643	5,446,643	100%
Grossmont-Cuyamaca	4,636,129	2,346,751	6,982,880	6,982,880	100%
Hartnell	2,076,690	1,096,071	3,172,761	3,172,761	100%
Imperial	1,998,395	1,011,962	3,010,357	2,046,857	68%
Kern	6,492,419	3,488,843	9,981,262	9,981,262	100%
Lake Tahoe	496,885	273,172	770,057	770,057	100%
Lassen	381,507	200,619	582,126	582,126	100%
Long Beach	5,454,138	2,936,064	8,390,202	8,390,202	100%
Los Angeles	26,699,751	13,368,234	40,067,985	40,067,985	100%
Los Rios	12,890,502	6,985,587	19,876,089	19,876,089	100%
Marin	988,502	492,194	1,480,696	1,480,696	100%
Mendocino-Lake	639,722	312,428	952,150	884,543	93%

District	Cumulative Allocation 2018-19 to 2021-22	2022-23 Allocation	Cumulative Total of Allocation	Cumulative Total of Funds Used	Percentage of Allocation Used
Merced	2,470,928	1,237,997	3,708,925	3,708,925	100%
MiraCosta	2,951,692	1,481,347	4,433,039	4,433,039	100%
Monterey Peninsula	1,665,897	829,830	2,495,727	2,495,727	100%
Mt. San Antonio	8,446,144	4,086,028	12,532,172	12,532,172	100%
Mt. San Jacinto	3,106,493	1,666,679	4,773,172	4,773,172	100%
Napa Valley	1,374,404	684,926	2,059,330	2,059,330	100%
North Orange	5,764,912	1,441,228	7,206,140	7,206,140	100%
Ohlone	2,043,376	1,132,786	3,176,162	3,176,162	100%
Palo Verde	598,591	309,997	908,588	908,588	100%
Palomar	5,002,118	2,450,435	7,452,553	7,452,553	100%
Pasadena Area	6,575,379	3,378,795	9,954,174	9,954,174	100%
Peralta	4,776,475	2,271,046	7,047,521	6,792,160	96%
Rancho Santiago	7,240,267	3,325,444	10,565,711	9,220,069	87%
Redwoods	942,155	456,050	1,398,205	1,244,580	89%
Rio Hondo	3,622,789	1,853,791	5,476,580	5,350,648	98%
Riverside	8,452,697	4,383,779	12,836,476	12,177,605	95%
San Bernardino	4,337,899	2,298,550	6,636,449	6,636,449	100%
San Diego	10,715,428	4,948,078	15,663,506	8,542,808	55%
San Francisco	5,332,884	2,360,166	7,693,050	7,693,050	100%
San Joaquin Delta	4,437,080	2,318,333	6,755,413	6,755,413	100%
San Jose-Evergreen	3,226,263	1,638,795	4,865,058	4,477,477	92%
San Luis Obispo	2,262,002	1,138,397	3,400,399	3,400,399	100%
San Mateo	4,370,072	2,274,980	6,645,052	6,645,052	100%
Santa Barbara	3,392,066	1,733,645	5,125,711	-	0%
Santa Clarita	4,550,859	2,323,560	6,874,419	6,874,419	100%
Santa Monica	5,427,538	2,945,170	8,372,708	8,372,708	100%
Sequoias	2,878,919	1,501,433	4,380,352	4,380,352	100%
Shasta-Tehama-Trinity	1,830,499	996,646	2,827,145	2,827,145	100%
Sierra	4,130,561	2,101,262	6,231,823	4,354,125	70%
Siskiyou Joint	556,788	229,794	786,582	440,405	56%
Solano	2,139,657	1,075,365	3,215,022	3,215,022	100%

District	Cumulative Allocation 2018-19 to 2021-22	2022-23 Allocation	Cumulative Total of Allocation	Cumulative Total of Funds Used	Percentage of Allocation Used
Sonoma County	5,256,264	2,664,330	7,920,594	7,920,594	100%
South Orange County	7,341,964	3,747,343	11,089,307	11,089,307	100%
Southwestern	3,731,738	1,957,091	5,688,829	5,688,829	100%
State Center	8,597,347	4,390,723	12,988,070	10,719,002	83%
Ventura County	7,333,636	3,780,043	11,113,679	11,113,679	100%
Victor Valley	2,557,825	1,273,210	3,831,035	3,831,035	100%
West Hills	1,552,982	786,764	2,339,746	2,339,746	100%
West Kern	731,362	354,238	1,085,600	1,085,600	100%
West Valley-Mission	2,251,528	562,882	2,814,410	2,814,410	100%
Yosemite	4,466,069	2,257,199	6,723,268	6,723,268	100%
Yuba	2,070,389	1,054,190	3,124,579	3,124,579	100%
State Total	\$300,000,000	\$150,000,000	\$450,000,000	\$427,318,797	95%

APPENDIX B: FULL-TIME FACULTY HIRING PROGRAM EMPLOYMENT SUMMARY

District	Hires Supported with Full-Time Faculty Hiring Funds 2018-19 to 2021-22	Number of FTFHF Supported Faculty Separated from District 2018-19 to 2021-22	Cumulative Ending FTF Hires Supported by FTFHF 2018-19 to 2021-22	Hires Supported with Full-Time Faculty Hiring Funds 2022-23	Number of FTFHF Supported Faculty Separated from District 2022-23	Cumulative Ending FTF Hires Supported by FTFHF as of 2022-23
Allan Hancock	7	1	6	7	-	13
Antelope Valley	51	11	40	10	1	49
Barstow	9	1	8	4	2	10
Butte	6	-	6	3	-	9
Cabrillo	29	1	28	7	-	35
Cerritos	19	-	19	12	-	31
Chabot-Las Positas	48	6	42	-	-	42
Chaffey	45	8	31	24	-	61
Citrus	22	3	19	12	-	31
Coast	19	-	19	27	-	46
Compton	15	2	13	8	1	20
Contra Costa	-	-	-	-	-	-
Copper Mountain	-	-	-	-	-	-
Desert	46	11	35	11	10	36
El Camino	21	-	21	-	-	21
Feather River	-	-	-	13	4	9
Foothill-De Anza	12	-	12	17	-	29
Gavilan	2	-	2	4	-	6
Glendale	35	3	32	16	3	45
Grossmont-Cuyamaca	14	-	14	17	-	31
Hartnell	10	-	10	-	-	10
Imperial	-	-	-	37	36	1
Kern	108	8	95	73	6	162
Lake Tahoe	3	-	3	1	-	4
Lassen	13	-	13	3	-	16
Long Beach	21	-	21	35	-	56
Los Angeles	80	-	80	42	-	122
Los Rios	56	-	56	24	-	80
Marin	17	5	12	24	1	31

District	Hires Supported with Full-Time Faculty Hiring Funds 2018-19 to 2021-22	Number of FTFHF Supported Faculty Separated from District 2018-19 to 2021-22	Cumulative Ending FTF Hires Supported by FTFHF 2018-19 to 2021-22	Hires Supported with Full-Time Faculty Hiring Funds 2022-23	Number of FTFHF Supported Faculty Separated from District 2022-23	Cumulative Ending FTF Hires Supported by FTFHF as of 2022-23
Mendocino-Lake	3	-	3	-	-	3
Merced	47	9	38	18	-	56
MiraCosta	22	-	22	10	-	32
Monterey Peninsula	22	3	19	5	-	24
Mt. San Antonio	27	1	26	-	-	26
Mt. San Jacinto	6	-	6	13	-	19
Napa Valley	31	10	21	-	-	21
North Orange	84	-	84	8	-	92
Ohlone	18	2	16	6	-	22
Palo Verde	27	3	24	13	4	33
Palomar	50	6	44	22	1	65
Pasadena Area	-	-	-	39	27	12
Peralta	43	10	33	34	-	67
Rancho Santiago	15	-	15	-	-	15
Redwoods	22	-	22	9	-	31
Rio Hondo	30	4	26	4	1	29
Riverside	115	8	107	23	7	154
San Bernardino	63	-	63	14	-	14
San Diego	11	1	10	19	-	29
San Francisco	67	28	39	3	1	41
San Joaquin Delta	36	-	36	72	-	108
San Jose-Evergreen	6	-	6	10	1	15
San Luis Obispo	23	3	20	6	1	25
San Mateo	8	-	8	10	-	18
Santa Barbara	-	-	-	17	5	12
Santa Clarita	32	-	32	10	-	42
Santa Monica	59	9	50	27	1	76
Sequoias	52	3	49	9	3	55
Shasta-Tehama-Trinity	11	1	10	2	-	12
Sierra	23	-	23	-	-	23

District	Hires Supported with Full-Time Faculty Hiring Funds 2018-19 to 2021-22	Number of FTFHF Supported Faculty Separated from District 2018-19 to 2021-22	Cumulative Ending FTF Hires Supported by FTFHF 2018-19 to 2021-22	Hires Supported with Full-Time Faculty Hiring Funds 2022-23	Number of FTFHF Supported Faculty Separated from District 2022-23	Cumulative Ending FTF Hires Supported by FTFHF as of 2022-23
Siskiyou Joint	2	1	1	2	-	3
Solano	21	-	21	14	-	35
Sonoma County	10	-	10	19	-	29
South Orange County	79	2	77	31	1	107
Southwestern	46	-	46	36	-	82
State Center	19	1	18	23	1	40
Ventura County	75	15	60	31	5	86
Victor Valley	23	4	19	10	-	29
West Hills	15	-	15	6	-	21
West Kern	11	-	11	1	-	12
West Valley-Mission	6	-	6	-	-	6
Yosemite	51	12	39	16	-	55
Yuba	30	9	21	3	1	23
State Totals	2,061	209	1,845	1,032	126	2,711

APPENDIX C: FALL 2023 FULL-TIME EQUIVALENT FACULTY

District	Total Full-Time Equivalent Faculty (FTEF) for Full-Time and Part-Time Faculty	Total FTEF Attributable to Full-Time Faculty	Percentage of FTEF Attributable to Full-Time Faculty
Allan Hancock	290.57	162.23	56%
Antelope Valley	340.40	184.00	54%
Barstow	115.15	38.18	33%
Butte	316.65	177.79	56%
Cabrillo	278.24	186.34	67%
Calbright	47.50	40.00	84%
Cerritos	527.09	278.00	53%
Chabot-Las Positas	486.00	281.00	58%
Chaffey	592.08	249.80	42%
Citrus	294.86	164.00	56%
Coast	772.55	427.75	55%
Compton	143.76	98.00	68%
Contra Costa	766.51	486.05	63%
Copper Mountain	72.20	31.20	43%
Desert	262.80	145.00	55%
El Camino	553.50	339.93	61%
Feather River	54.16	27.00	50%
Foothill-De Anza	539.27	404.00	75%
Gavilan	158.05	72.63	46%
Glendale	327.59	221.00	67%
Grossmont-Cuyamaca	537.43	295.02	55%
Hartnell	218.62	117.73	54%
Imperial	204.68	128.87	63%
Kern	765.02	502.00	66%
Lake Tahoe	91.75	35.85	39%
Lassen	32.21	18.98	59%
Long Beach	630.27	348.31	55%
Los Angeles	2,453.67	1,573.12	64%

District	Total Full-Time Equivalent Faculty (FTEF) for Full-Time and Part-Time Faculty	Total FTEF Attributable to Full-Time Faculty	Percentage of FTEF Attributable to Full-Time Faculty
Los Rios	1,374.97	894.90	65%
Marin	214.71	145.90	68%
Mendocino-Lake	123.25	57.00	46%
Merced	300.09	184.80	62%
MiraCosta	371.59	202.45	54%
Monterey Peninsula	257.83	118.07	46%
Mt. San Antonio	814.95	449.00	55%
Mt. San Jacinto	385.56	192.05	50%
Napa Valley	142.61	92.87	65%
North Orange	818.59	534.40	65%
Ohlone	216.06	113.00	52%
Palo Verde	85.00	48.00	56%
Palomar	464.75	295.20	64%
Pasadena Area	617.80	441.00	71%
Peralta	417.74	310.02	74%
Rancho Santiago	615.10	358.00	58%
Redwoods	141.60	76.47	54%
Rio Hondo	319.14	223.00	70%
Riverside	833.91	483.63	58%
San Bernardino	555.97	282.08	51%
San Diego	1,066.77	573.05	54%
San Francisco	446.70	365.70	82%
San Joaquin Delta	372.40	233.13	63%
San Jose-Evergreen	392.09	236.88	60%
San Luis Obispo	233.16	132.85	57%
San Mateo	526.90	353.83	67%
Santa Barbara	374.90	213.00	57%
Santa Clarita	376.50	234.40	62%
Santa Monica	646.81	351.08	54%

District	Total Full-Time Equivalent Faculty (FTEF) for Full-Time and Part-Time Faculty	Total FTEF Attributable to Full-Time Faculty	Percentage of FTEF Attributable to Full-Time Faculty
Sequoias	295.72	219.00	74%
Shasta-Tehama-Trinity	210.06	124.00	59%
Sierra	428.00	236.81	55%
Siskiyou Joint	98.79	58.79	60%
Solano	205.42	131.00	64%
Sonoma County	387.94	310.73	80%
South Orange County	659.36	409.44	62%
Southwestern	531.28	292.56	55%
State Center	1,069.27	664.76	62%
Ventura County	724.32	438.82	61%
Victor Valley	369.34	116.00	31%
West Hills	134.61	100.00	74%
West Kern	78.85	61.00	77%
West Valley-Mission	388.38	269.33	69%
Yosemite	448.00	309.00	69%
Yuba	210.21	120.55	57%
State Totals	31,572.08	19,051.33	60%

APPENDIX D: 2022-23 FULL-TIME TEACHING METRICS – FTES

District	Total Full-Time Equivalent Student (FTES)	Number of FTES Taught Solely by FT Faculty	Percentage of FTES Taught Solely by FT Faculty	Number of FTES Taught by Both FT and PT Faculty	Percentage of FTES Taught by Both FT and PT Faculty	Total Number of FTES Taught by FT Faculty	Total Percentage of FTES Taught by FT Faculty
Allan Hancock	7,723.04	3,680.89	48%	826.05	11%	4,506.94	58%
Antelope Valley	8,913.59	4,792.10	54%	390.05	4%	5,182.15	58%
Barstow	2,681.15	1,531.53	57%	9.87	0%	1,541.40	57%
Butte	7,961.92	3,788.81	48%	497.41	6%	4,286.22	54%
Cabrillo	5,365.69	2,760.28	51%	269.07	5%	3,029.35	56%
Cerritos	13,044.15	6,128.91	47%	253.49	2%	6,382.40	49%
Chabot-Las Positas	12,842.69	6,908.04	54%	550.48	4%	7,458.52	58%
Chaffey	14,388.15	5,791.45	40%	358.88	2%	6,150.33	43%
Citrus	9,020.50	5,599.21	62%	479.49	5%	6,078.70	67%
Coast	26,349.55	14,072.44	53%	1,965.42	7%	16,037.86	61%
Compton	3,002.23	1,830.31	61%	237.78	8%	2,068.09	69%
Contra Costa	24,547.14	12,269.84	50%	666.71	3%	12,936.55	53%
Copper Mountain	1,001.31	563.42	56%	55.32	6%	618.74	62%
Desert	7,590.48	3,982.53	52%	396.53	5%	4,379.06	58%
El Camino	19,523.07	9,550.59	49%	286.84	1%	9,837.43	50%
Feather River	1,187.12	576.33	49%	3.30	0%	579.63	49%
Foothill-De Anza	21,871.30	11,044.09	50%	549.91	3%	11,594.00	53%
Gavilan	3,647.96	1,241.54	34%	204.68	6%	1,446.22	40%
Glendale	8,662.48	4,250.43	49%	20.11	0%	4,270.54	49%
Grossmont-Cuyamaca	11,250.95	4,119.73	37%	371.20	3%	4,490.93	40%
Hartnell	6,265.68	3,317.22	53%	236.47	4%	3,553.69	57%
Imperial	8,417.77	6,264.73	74%	194.23	2%	6,458.96	77%
Kern	24,434.77	24,220.07	99%	0.00	0%	24,220.07	99%
Lake Tahoe	1,886.43	412.04	22%	18.41	1%	430.45	23%
Lassen	1,233.48	612.75	50%	53.63	4%	666.38	54%
Long Beach	15,888.07	2,445.25	15%	63.51	0%	2,508.76	16%
Los Angeles	69,440.30	37,910.48	55%	944.99	1%	38,855.47	56%
Los Rios	39,673.59	24,849.84	63%	1,077.08	3%	25,926.92	65%
Marin	2,977.07	1,742.57	59%	71.62	2%	1,814.19	61%

District	Total Full-Time Equivalent Student (FTES)	Number of FTES Taught Solely by FT Faculty	Percentage of FTES Taught Solely by FT Faculty	Number of FTES Taught by Both FT and PT Faculty	Percentage of FTES Taught by Both FT and PT Faculty	Total Number of FTES Taught by FT Faculty	Total Percentage of FTES Taught by FT Faculty
Mendocino-Lake	2,323.77	861.74	37%	48.23	2%	909.97	39%
Merced	9,165.90	5,236.79	57%	482.12	5%	5,718.91	62%
MiraCosta	6,529.20	3,183.32	49%	44.64	1%	3,227.96	49%
Monterey Peninsula	5,128.85	2,596.74	51%	92.50	2%	2,689.24	52%
Mt. San Antonio	23,531.64	12,013.05	51%	1,024.83	4%	13,037.88	55%
Mt. San Jacinto	11,614.36	5,570.69	48%	208.18	2%	5,778.87	50%
Napa Valley	3,241.92	1,931.33	60%	330.82	10%	2,262.15	70%
North Orange	24,117.32	14,431.74	60%	1,235.15	5%	15,666.89	65%
Ohlone	6,172.14	2,663.44	43%	165.77	3%	2,829.21	46%
Palo Verde	1,998.49	764.09	38%	5.15	0%	769.24	38%
Palomar	11,326.26	4,843.75	43%	167.26	1%	5,011.01	44%
Pasadena Area	18,199.79	10,701.64	59%	268.71	1%	10,970.35	60%
Peralta	16,097.09	8,540.90	53%	202.23	1%	8,743.13	54%
Rancho Santiago	25,093.42	13,950.01	56%	909.71	4%	14,859.72	59%
Redwoods	3,119.85	933.43	30%	177.52	6%	1,110.95	36%
Rio Hondo	9,896.75	6,199.19	63%	166.32	2%	6,365.51	64%
Riverside	28,227.85	15,597.84	55%	2,647.73	9%	18,245.57	65%
San Bernardino	11,488.83	4,670.98	41%	641.11	6%	5,312.09	46%
San Diego	32,435.32	16,263.60	50%	1,444.02	4%	17,707.62	55%
San Francisco	11,031.49	7,043.93	64%	360.02	3%	7,403.95	67%
San Joaquin Delta	14,882.64	9,535.77	64%	107.86	1%	9,643.63	65%
San Jose-Evergreen	10,301.82	4,786.45	46%	596.09	6%	5,382.54	52%
San Luis Obispo	6,179.01	3,312.01	54%	324.33	5%	3,636.34	59%
San Mateo	18,766.48	9,870.80	53%	523.10	3%	10,393.90	55%
Santa Barbara	11,087.00	6,559.35	59%	742.29	7%	7,301.64	66%
Santa Clarita	12,567.64	5,711.80	45%	611.39	5%	6,323.19	50%
Santa Monica	18,606.66	8,844.26	48%	255.70	1%	9,099.96	49%
Sequoias	9,644.72	6,670.07	69%	153.36	2%	6,823.43	71%
Shasta-Tehama-Trinity	5,544.86	2,947.44	53%	216.33	4%	3,163.77	57%
Sierra	12,081.27	6,155.73	51%	515.46	4%	6,671.19	55%

District	Total Full-Time Equivalent Student (FTES)	Number of FTES Taught Solely by FT Faculty	Percentage of FTES Taught Solely by FT Faculty	Number of FTES Taught by Both FT and PT Faculty	Percentage of FTES Taught by Both FT and PT Faculty	Total Number of FTES Taught by FT Faculty	Total Percentage of FTES Taught by FT Faculty
Siskiyou Joint	1,131.55	566.20	50%	139.70	12%	705.90	62%
Solano	6,315.14	3,813.20	60%	152.33	2%	3,965.53	63%
Sonoma County	11,305.41	6,727.69	60%	315.45	3%	7,043.14	62%
South Orange County	19,170.08	10,787.02	56%	499.11	3%	11,286.13	59%
Southwestern	13,850.17	6,399.23	46%	476.74	3%	6,875.97	50%
State Center	28,616.11	16,478.62	58%	1,346.99	5%	17,825.61	62%
Ventura County	23,855.14	13,714.75	57%	1,038.61	4%	14,753.36	62%
Victor Valley	10,517.20	4,554.38	43%	720.75	7%	5,275.13	50%
West Hills	4,376.06	1,943.64	44%	38.73	1%	1,982.37	45%
West Kern	1,702.07	1,147.42	67%	55.82	3%	1,203.24	71%
West Valley-Mission	9,695.40	6,050.35	62%	224.26	2%	6,274.61	65%
Yosemite	13,463.06	4,376.85	33%	144.58	1%	4,521.43	34%
Yuba	6,116.42	3,038.29	50%	168.93	3%	3,207.22	52%
State Totals	911,307.78	488,246.94	54%	31,042.46	3%	519,289.40	57%

APPENDIX E: 2022-23 FULL-TIME TEACHING METRICS – SECTIONS TAUGHT

District	Total Sections	Number of Sections Taught Solely by FT Faculty	Percentage of Sections Taught Solely by FT Faculty	Number of Sections Taught by Both FT and PT Faculty	Percentage of Sections Taught by Both FT and PT Faculty	Total Number of Sections Taught by FT Faculty	Total Percentage of Sections Taught by FT Faculty
Allan Hancock	2,612	1,227	47%	71	3%	1,298	50%
Antelope Valley	3,195	1,607	50%	125	4%	1,732	54%
Barstow	891	484	54%	5	1%	489	55%
Butte	2,835	1,292	46%	108	4%	1,400	49%
Cabrillo	2,841	1,469	52%	151	5%	1,620	57%
Cerritos	7,074	3,047	43%	92	1%	3,139	44%
Chabot-Las Positas	4,757	2,540	53%	97	2%	2,637	55%
Chaffey	4,619	1,848	40%	84	2%	1,932	42%
Citrus	3,174	1,874	59%	126	4%	2,000	63%
Coast	7,443	3,927	53%	406	5%	4,333	58%
Compton	1,174	729	62%	61	5%	790	67%
Contra Costa	7,487	3,647	49%	166	2%	3,813	51%
Copper Mountain	438	251	57%	17	4%	268	61%
Desert	2,463	1,229	50%	95	4%	1,324	54%
El Camino	5,024	2,622	52%	89	2%	2,711	54%
Feather River	637	303	48%	6	1%	309	49%
Foothill-De Anza	7,801	4,123	53%	164	2%	4,287	55%
Gavilan	1,437	525	37%	55	4%	580	40%
Glendale	4,055	1,991	49%	19	0%	2,010	50%
Grossmont-Cuyamaca	4,476	1,606	36%	121	3%	1,727	39%
Hartnell	1,946	972	50%	79	4%	1,051	54%
Imperial	1,873	1,301	69%	25	1%	1,326	71%
Kern	8,281	8,210	99%	0	0%	8,210	99%
Lake Tahoe	1,066	327	31%	14	1%	341	32%
Lassen	706	337	48%	29	4%	366	52%
Long Beach	5,358	799	15%	23	0%	822	15%
Los Angeles	22,920	12,058	53%	293	1%	12,351	54%
Los Rios	13,334	8,075	61%	323	2%	8,398	63%

District	Total Sections	Number of Sections Taught Solely by FT Faculty	Percentage of Sections Taught Solely by FT Faculty	Number of Sections Taught by Both FT and PT Faculty	Percentage of Sections Taught by Both FT and PT Faculty	Total Number of Sections Taught by FT Faculty	Total Percentage of Sections Taught by FT Faculty
Marin	1,637	849	52%	33	2%	882	54%
Mendocino-Lake	1,313	399	30%	17	1%	416	32%
Merced	2,908	1,764	61%	88	3%	1,852	64%
MiraCosta	3,143	1,419	45%	35	1%	1,454	46%
Monterey Peninsula	1,972	995	50%	35	2%	1,030	52%
Mt. San Antonio	7,692	3,881	50%	227	3%	4,108	53%
Mt. San Jacinto	3,710	1,806	49%	86	2%	1,892	51%
Napa Valley	1,124	680	60%	51	5%	731	65%
North Orange	7,988	4,463	56%	269	3%	4,732	59%
Ohlone	2,031	830	41%	41	2%	871	43%
Palo Verde	1,022	325	32%	2	0%	327	32%
Palomar	4,505	1,750	39%	85	2%	1,835	41%
Pasadena Area	6,054	3,517	58%	91	2%	3,608	60%
Peralta	5,731	2,828	49%	79	1%	2,907	51%
Rancho Santiago	5,881	3,105	53%	215	4%	3,320	56%
Redwoods	1,251	392	31%	29	2%	421	34%
Rio Hondo	3,142	1,942	62%	44	1%	1,986	63%
Riverside	8,349	4,476	54%	514	6%	4,990	60%
San Bernardino	4,632	1,857	40%	181	4%	2,038	44%
San Diego	8,875	4,278	48%	298	3%	4,576	52%
San Francisco	3,663	2,254	62%	85	2%	2,339	64%
San Joaquin Delta	4,242	2,653	63%	35	1%	2,688	63%
San Jose-Evergreen	3,348	1,503	45%	133	4%	1,636	49%
San Luis Obispo	2,062	1,026	50%	45	2%	1,071	52%
San Mateo	5,272	2,984	57%	115	2%	3,099	59%
Santa Barbara	3,548	2,080	59%	118	3%	2,198	62%
Santa Clarita	4,850	2,028	42%	177	4%	2,205	45%
Santa Monica	6,152	2,862	47%	72	1%	2,934	48%
Sequoias	3,115	2,045	66%	27	1%	2,072	67%

District	Total Sections	Number of Sections Taught Solely by FT Faculty	Percentage of Sections Taught Solely by FT Faculty	Number of Sections Taught by Both FT and PT Faculty	Percentage of Sections Taught by Both FT and PT Faculty	Total Number of Sections Taught by FT Faculty	Total Percentage of Sections Taught by FT Faculty
Shasta-Tehama-Trinity	2,208	1,110	50%	61	3%	1,171	53%
Sierra	4,466	2,200	49%	77	2%	2,277	51%
Siskiyou Joint	513	256	50%	27	5%	283	55%
Solano	1,996	1,151	58%	38	2%	1,189	60%
Sonoma County	4,112	2,341	57%	84	2%	2,425	59%
South Orange County	5,773	3,118	54%	153	3%	3,271	57%
Southwestern	4,990	2,228	45%	142	3%	2,370	47%
State Center	9,410	5,207	55%	321	3%	5,528	59%
Ventura County	7,345	3,937	54%	277	4%	4,214	57%
Victor Valley	3,355	1,411	42%	105	3%	1,516	45%
West Hills	1,554	724	47%	10	1%	734	47%
West Kern	945	503	53%	16	2%	519	55%
West Valley-Mission	3,681	2,270	62%	107	3%	2,377	65%
Yosemite	4,522	1,518	34%	25	1%	1,543	34%
Yuba	1,821	881	48%	40	2%	921	51%
State Totals	305,820	158,266	52%	7,554	2%	165,820	54%

APPENDIX F: FALL 2023 FULL-TIME FACULTY RACE AND ETHNICITY

District	Number of African American FT Faculty	Percentage of African American FT Faculty	Number of American Indian/Alaskan FT Faculty	Percentage of American Indian/Alaskan FT Faculty	Number of Asian FT Faculty	Percentage of Asian FT Faculty	Number of Hispanic FT Faculty	Percentage of Hispanic FT Faculty
Allan Hancock	4	2.4%	1	0.6%	4	2.4%	41	25.0%
Antelope Valley	15	7.9%	1	0.5%	17	8.9%	40	20.9%
Barstow	3	7.3%	0	0.0%	1	2.4%	8	19.5%
Butte	2	1.1%	1	0.6%	9	5.1%	18	10.2%
Cabrillo	0	0.0%	0	0.0%	7	4.2%	32	19.4%
Calbright	4	26.7%	0	0.0%	1	6.7%	1	6.7%
Cerritos	0	0.0%	0	0.0%	3	1.7%	12	6.9%
Chabot-Las Positas	18	6.4%	0	0.0%	40	14.2%	44	15.6%
Chaffey	18	7.2%	1	0.4%	27	10.8%	56	22.5%
Citrus	4	2.4%	2	1.2%	24	14.5%	41	24.8%
Coast	16	3.7%	2	0.5%	61	14.2%	59	13.7%
Compton	30	30.3%	0	0.0%	5	5.1%	25	25.3%
Contra Costa	47	10.2%	3	0.7%	57	12.4%	76	16.5%
Copper Mountain	0	0.0%	0	0.0%	1	2.8%	8	22.2%
Desert	8	5.8%	1	0.7%	6	4.3%	39	28.3%
El Camino	30	9.0%	2	0.6%	55	16.5%	80	24.0%
Feather River	1	3.8%	0	0.0%	0	0.0%	0	0.0%
Foothill-De Anza	26	6.5%	1	0.2%	79	19.7%	78	19.4%
Gavilan	1	1.3%	0	0.0%	2	2.7%	24	32.0%
Glendale	3	1.6%	3	1.6%	15	8.0%	28	15.0%
Grossmont-Cuyamaca	11	3.9%	1	0.4%	31	11.0%	53	18.9%
Hartnell	5	4.4%	1	0.9%	11	9.7%	37	32.7%
Imperial	5	3.8%	0	0.0%	8	6.1%	58	44.3%
Kern	22	4.5%	3	0.6%	30	6.2%	109	22.4%
Lake Tahoe	0	0.0%	0	0.0%	1	3.3%	6	20.0%
Lassen	0	0.0%	0	0.0%	1	2.2%	4	8.9%
Long Beach	28	8.6%	1	0.3%	46	14.1%	77	23.5%
Los Angeles	144	11.1%	4	0.3%	163	12.6%	272	21.1%
Los Rios	57	6.5%	12	1.4%	99	11.3%	132	15.0%

District	Number of African American FT Faculty	Percentage of African American FT Faculty	Number of American Indian/Alaskan FT Faculty	Percentage of American Indian/Alaskan FT Faculty	Number of Asian FT Faculty	Percentage of Asian FT Faculty	Number of Hispanic FT Faculty	Percentage of Hispanic FT Faculty
Marin	7	5.9%	1	0.8%	4	3.4%	16	13.4%
Mendocino-Lake	0	0.0%	1	2.2%	0	0.0%	5	11.1%
Merced	9	5.0%	1	0.6%	13	7.2%	35	19.4%
MiraCosta	12	5.8%	1	0.5%	17	8.2%	48	23.2%
Monterey Peninsula	5	4.7%	2	1.9%	10	9.4%	15	14.2%
Mt. San Antonio	17	3.8%	2	0.4%	54	12.1%	110	24.6%
Mt. San Jacinto	6	3.2%	3	1.6%	13	6.9%	53	28.0%
Napa Valley	5	5.3%	2	2.1%	5	5.3%	24	25.5%
North Orange	21	3.8%	2	0.4%	69	12.6%	128	23.4%
Ohlone	4	3.9%	1	1.0%	24	23.5%	18	17.6%
Palo Verde	1	3.8%	0	0.0%	2	7.7%	11	42.3%
Palomar	12	4.2%	4	1.4%	25	8.7%	45	15.6%
Pasadena Area	32	7.2%	3	0.7%	41	9.3%	99	22.3%
Peralta	62	20.2%	0	0.0%	46	15.0%	48	15.6%
Rancho Santiago	9	2.6%	0	0.0%	50	14.7%	87	25.5%
Redwoods	1	2.0%	0	0.0%	2	4.1%	4	8.2%
Rio Hondo	5	2.5%	1	0.5%	26	13.1%	69	34.7%
Riverside	39	8.2%	2	0.4%	33	6.9%	111	23.4%
San Bernardino	35	15.0%	1	0.4%	25	10.7%	41	17.6%
San Diego	42	6.4%	4	0.6%	73	11.1%	124	18.9%
San Francisco	20	4.9%	1	0.2%	90	22.1%	59	14.5%
San Joaquin Delta	19	8.1%	1	0.4%	23	9.8%	50	21.3%
San Jose-Evergreen	15	7.2%	2	1.0%	58	27.9%	54	26.0%
San Luis Obispo	0	0.0%	2	1.6%	4	3.2%	17	13.6%
San Mateo	30	8.1%	0	0.0%	70	19.0%	72	19.5%
Santa Barbara	9	4.3%	6	2.8%	9	4.3%	49	23.2%
Santa Clarita	4	1.8%	1	0.4%	23	10.2%	39	17.3%
Santa Monica	41	12.2%	0	0.0%	46	13.7%	66	19.7%
Sequoias	5	2.5%	1	0.5%	12	6.0%	55	27.4%
Shasta-Tehama-Trinity	1	1.0%	0	0.0%	4	4.0%	11	11.0%

District	Number of African American FT Faculty	Percentage of African American FT Faculty	Number of American Indian/Alaskan FT Faculty	Percentage of American Indian/Alaskan FT Faculty	Number of Asian FT Faculty	Percentage of Asian FT Faculty	Number of Hispanic FT Faculty	Percentage of Hispanic FT Faculty
Sierra	6	2.6%	3	1.3%	13	5.5%	26	11.1%
Siskiyou Joint	1	2.5%	0	0.0%	1	2.5%	3	7.5%
Solano	15	11.7%	0	0.0%	12	9.4%	13	10.2%
Sonoma County	7	2.2%	3	1.0%	24	7.7%	43	13.8%
South Orange County	10	2.4%	3	0.7%	48	11.5%	62	14.9%
Southwestern	18	7.0%	2	0.8%	20	7.8%	69	27.0%
State Center	34	5.2%	6	0.9%	48	7.3%	162	24.8%
Ventura County	9	2.2%	1	0.2%	34	8.3%	101	24.6%
Victor Valley	5	4.5%	4	3.6%	4	3.6%	26	23.6%
West Hills	5	6.9%	0	0.0%	2	2.8%	15	20.8%
West Kern	2	3.5%	1	1.8%	2	3.5%	6	10.5%
West Valley-Mission	11	4.1%	0	0.0%	49	18.4%	41	15.4%
Yosemite	5	3.1%	1	0.6%	7	4.4%	16	10.0%
Yuba	1	1.0%	0	0.0%	13	13.5%	7	7.3%
State Totals and Averages	1,099	5.5%	109	0.6%	1,952	8.8%	3,611	19.5%

APPENDIX F CONTINUED: FALL 2023 FULL-TIME FACULTY RACE AND ETHNICITY

District	Number of Multi-Ethnic FT Faculty	Percentage of Multi-Ethnic FT Faculty	Number of Pacific Islander FT Faculty	Percentage of Pacific Islander FT Faculty	Number of Unknown Ethnicity FT Faculty	Percentage of Unknown Ethnicity FT Faculty	Number of White Non-Hispanic FT Faculty	Percentage of White Non-Hispanic FT Faculty
Allan Hancock	3	1.8%	1	0.6%	8	4.9%	102	62.2%
Antelope Valley	8	4.2%	0	0.0%	7	3.7%	103	53.9%
Barstow	0	0.0%	1	2.4%	9	22.0%	19	46.3%
Butte	3	1.7%	0	0.0%	7	4.0%	137	77.4%
Cabrillo	2	1.2%	1	0.6%	7	4.2%	116	70.3%
Calbright	0	0.0%	0	0.0%	3	20.0%	6	40.0%
Cerritos	2	1.1%	0	0.0%	156	89.7%	1	0.6%
Chabot-Las Positas	7	2.5%	0	0.0%	16	5.7%	157	55.7%
Chaffey	3	1.2%	0	0.0%	5	2.0%	139	55.8%
Citrus	2	1.2%	0	0.0%	6	3.6%	86	52.1%
Coast	4	0.9%	1	0.2%	8	1.9%	280	65.0%
Compton	2	2.0%	1	1.0%	10	10.1%	26	26.3%
Contra Costa	12	2.6%	2	0.4%	25	5.4%	239	51.8%
Copper Mountain	1	2.8%	0	0.0%	1	2.8%	25	69.4%
Desert	7	5.1%	0	0.0%	1	0.7%	76	55.1%
El Camino	2	0.6%	3	0.9%	10	3.0%	151	45.3%
Feather River	0	0.0%	0	0.0%	4	15.4%	21	80.8%
Foothill-De Anza	15	3.7%	0	0.0%	8	2.0%	195	48.5%
Gavilan	3	4.0%	0	0.0%	12	16.0%	33	44.0%
Glendale	3	1.6%	5	2.7%	4	2.1%	126	67.4%
Grossmont-Cuyamaca	0	0.0%	1	0.4%	12	4.3%	172	61.2%
Hartnell	0	0.0%	0	0.0%	2	1.8%	57	50.4%
Imperial	2	1.5%	0	0.0%	3	2.3%	55	42.0%
Kern	14	2.9%	0	0.0%	17	3.5%	292	60.0%
Lake Tahoe	0	0.0%	0	0.0%	3	10.0%	20	66.7%
Lassen	1	2.2%	0	0.0%	0	0.0%	39	86.7%
Long Beach	0	0.0%	2	0.6%	0	0.0%	173	52.9%
Los Angeles	12	0.9%	1	0.1%	217	16.8%	479	37.1%
Los Rios	37	4.2%	2	0.2%	30	3.4%	511	58.1%

District	Number of Multi-Ethnic FT Faculty	Percentage of Multi-Ethnic FT Faculty	Number of Pacific Islander FT Faculty	Percentage of Pacific Islander FT Faculty	Number of Unknown Ethnicity FT Faculty	Percentage of Unknown Ethnicity FT Faculty	Number of White Non-Hispanic FT Faculty	Percentage of White Non-Hispanic FT Faculty
Marin	5	4.2%	0	0.0%	10	8.4%	76	63.9%
Mendocino-Lake	1	2.2%	0	0.0%	0	0.0%	38	84.4%
Merced	3	1.7%	0	0.0%	7	3.9%	112	62.2%
MiraCosta	0	0.0%	3	1.4%	15	7.2%	111	53.6%
Monterey Peninsula	1	0.9%	3	2.8%	0	0.0%	70	66.0%
Mt. San Antonio	15	3.4%	3	0.7%	59	13.2%	187	41.8%
Mt. San Jacinto	3	1.6%	1	0.5%	6	3.2%	104	55.0%
Napa Valley	0	0.0%	0	0.0%	1	1.1%	57	60.6%
North Orange	17	3.1%	2	0.4%	39	7.1%	268	49.1%
Ohlone	1	1.0%	0	0.0%	6	5.9%	48	47.1%
Palo Verde	0	0.0%	0	0.0%	2	7.7%	10	38.5%
Palomar	9	3.1%	0	0.0%	17	5.9%	177	61.2%
Pasadena Area	15	3.4%	14	3.2%	23	5.2%	216	48.8%
Peralta	9	2.9%	1	0.3%	16	5.2%	125	40.7%
Rancho Santiago	0	0.0%	0	0.0%	24	7.0%	171	50.1%
Redwoods	1	2.0%	0	0.0%	0	0.0%	41	83.7%
Rio Hondo	6	3.0%	1	0.5%	8	4.0%	83	41.7%
Riverside	13	2.7%	0	0.0%	1	0.2%	276	58.1%
San Bernardino	0	0.0%	0	0.0%	21	9.0%	110	47.2%
San Diego	7	1.1%	1	0.2%	79	12.0%	326	49.7%
San Francisco	8	2.0%	2	0.5%	12	2.9%	215	52.8%
San Joaquin Delta	0	0.0%	1	0.4%	29	12.3%	112	47.7%
San Jose-Evergreen	4	1.9%	0	0.0%	5	2.4%	70	33.7%
San Luis Obispo	1	0.8%	0	0.0%	6	4.8%	95	76.0%
San Mateo	2	0.5%	2	0.5%	23	6.2%	170	46.1%
Santa Barbara	0	0.0%	0	0.0%	6	2.8%	132	62.6%
Santa Clarita	9	4.0%	0	0.0%	9	4.0%	141	62.4%
Santa Monica	7	2.1%	2	0.6%	7	2.1%	166	49.6%
Sequoias	4	2.0%	1	0.5%	10	5.0%	113	56.2%
Shasta-Tehama-Trinity	0	0.0%	0	0.0%	0	0.0%	84	84.0%

District	Number of Multi-Ethnic FT Faculty	Percentage of Multi-Ethnic FT Faculty	Number of Pacific Islander FT Faculty	Percentage of Pacific Islander FT Faculty	Number of Unknown Ethnicity FT Faculty	Percentage of Unknown Ethnicity FT Faculty	Number of White Non-Hispanic FT Faculty	Percentage of White Non-Hispanic FT Faculty
Sierra	6	2.6%	1	0.4%	18	7.7%	162	68.9%
Siskiyou Joint	0	0.0%	0	0.0%	1	2.5%	34	85.0%
Solano	0	0.0%	1	0.8%	0	0.0%	87	68.0%
Sonoma County	9	2.9%	0	0.0%	13	4.2%	213	68.3%
South Orange County	8	1.9%	2	0.5%	30	7.2%	253	60.8%
Southwestern	5	2.0%	11	4.3%	13	5.1%	118	46.1%
State Center	12	1.8%	2	0.3%	26	4.0%	364	55.7%
Ventura County	8	2.0%	0	0.0%	24	5.9%	233	56.8%
Victor Valley	1	0.9%	0	0.0%	0	0.0%	70	63.6%
West Hills	1	1.4%	0	0.0%	5	6.9%	44	61.1%
West Kern	0	0.0%	0	0.0%	0	0.0%	46	80.7%
West Valley-Mission	3	1.1%	0	0.0%	7	2.6%	155	58.3%
Yosemite	2	1.3%	0	0.0%	8	5.0%	121	75.6%
Yuba	1	1.0%	0	0.0%	4	4.2%	70	72.9%
State Totals and Averages	342	1.6%	75	0.4%	1,181	6.4%	9,710	57.0%

APPENDIX G: FALL 2023 FULL-TIME FACULTY GENDER

District	Number of Male FT Faculty	Percentage of Male FT Faculty	Number of Female FT Faculty	Percentage of Female FT Faculty	Number of Non-Binary FT Faculty	Percentage of Non-Binary FT Faculty
Allan Hancock	73	44.5%	91	55.5%	0	0.0%
Antelope Valley	101	52.9%	89	46.6%	1	0.5%
Barstow	19	46.3%	22	53.7%	0	0.0%
Butte	80	45.2%	97	54.8%	0	0.0%
Cabrillo	68	41.2%	97	58.8%	0	0.0%
Calbright	3	20.0%	11	73.3%	1	6.7%
Cerritos	63	36.2%	108	62.1%	3	1.7%
Chabot-Las Positas	137	48.6%	145	51.4%	0	0.0%
Chaffey	99	39.8%	149	59.8%	1	0.4%
Citrus	71	43.0%	93	56.4%	1	0.6%
Coast	194	45.0%	237	55.0%	0	0.0%
Compton	39	39.4%	60	60.6%	0	0.0%
Contra Costa	211	45.8%	248	53.8%	2	0.4%
Copper Mountain	16	44.4%	20	55.6%	0	0.0%
Desert	57	41.3%	80	58.0%	1	0.7%
El Camino	155	46.5%	177	53.2%	1	0.3%
Feather River	16	61.5%	8	30.8%	2	7.7%
Foothill-De Anza	165	41.0%	237	59.0%	0	0.0%
Gavilan	32	42.7%	43	57.3%	0	0.0%
Glendale	84	44.9%	103	55.1%	0	0.0%
Grossmont-Cuyamaca	116	41.3%	165	58.7%	0	0.0%
Hartnell	53	46.9%	60	53.1%	0	0.0%
Imperial	73	55.7%	58	44.3%	0	0.0%
Kern	250	51.3%	235	48.3%	2	0.4%
Lake Tahoe	13	43.3%	17	56.7%	0	0.0%
Lassen	23	51.1%	22	48.9%	0	0.0%
Long Beach	147	45.0%	180	55.0%	0	0.0%
Los Angeles	567	43.9%	721	55.8%	4	0.3%
Los Rios	401	45.6%	479	54.4%	0	0.0%
Marin	49	41.2%	70	58.8%	0	0.0%

District	Number of Male FT Faculty	Percentage of Male FT Faculty	Number of Female FT Faculty	Percentage of Female FT Faculty	Number of Non-Binary FT Faculty	Percentage of Non-Binary FT Faculty
Mendocino-Lake	23	51.1%	22	48.9%	0	0.0%
Merced	80	44.4%	99	55.0%	1	0.6%
MiraCosta	93	44.9%	114	55.1%	0	0.0%
Monterey Peninsula	52	49.1%	54	50.9%	0	0.0%
Mt. San Antonio	202	45.2%	241	53.9%	4	0.9%
Mt. San Jacinto	91	48.1%	97	51.3%	1	0.5%
Napa Valley	31	33.0%	63	67.0%	0	0.0%
North Orange	255	46.7%	291	53.3%	0	0.0%
Ohlone	46	45.1%	56	54.9%	0	0.0%
Palo Verde	19	73.1%	7	26.9%	0	0.0%
Palomar	132	45.7%	157	54.3%	0	0.0%
Pasadena Area	181	40.9%	261	58.9%	1	0.2%
Peralta	142	46.3%	165	53.7%	0	0.0%
Rancho Santiago	142	41.6%	199	58.4%	0	0.0%
Redwoods	25	51.0%	24	49.0%	0	0.0%
Rio Hondo	94	47.2%	98	49.2%	7	3.5%
Riverside	219	46.1%	256	53.9%	0	0.0%
San Bernardino	103	44.2%	130	55.8%	0	0.0%
San Diego	268	40.9%	388	59.1%	0	0.0%
San Francisco	162	39.8%	245	60.2%	0	0.0%
San Joaquin Delta	111	47.2%	124	52.8%	0	0.0%
San Jose-Evergreen	83	39.9%	125	60.1%	0	0.0%
San Luis Obispo	64	51.2%	60	48.0%	1	0.8%
San Mateo	147	39.8%	222	60.2%	0	0.0%
Santa Barbara	99	46.9%	112	53.1%	0	0.0%
Santa Clarita	97	42.9%	129	57.1%	0	0.0%
Santa Monica	143	42.7%	192	57.3%	0	0.0%
Sequoias	94	46.8%	106	52.7%	1	0.5%
Shasta-Tehama-Trinity	57	57.0%	43	43.0%	0	0.0%
Sierra	94	40.0%	141	60.0%	0	0.0%
Siskiyou Joint	16	40.0%	24	60.0%	0	0.0%

District	Number of Male FT Faculty	Percentage of Male FT Faculty	Number of Female FT Faculty	Percentage of Female FT Faculty	Number of Non-Binary FT Faculty	Percentage of Non-Binary FT Faculty
Solano	49	38.3%	79	61.7%	0	0.0%
Sonoma County	127	40.7%	184	59.0%	1	0.3%
South Orange County	185	44.5%	231	55.5%	0	0.0%
Southwestern	103	40.2%	153	59.8%	0	0.0%
State Center	327	50.0%	325	49.7%	2	0.3%
Ventura County	190	46.3%	220	53.7%	0	0.0%
Victor Valley	56	50.9%	54	49.1%	0	0.0%
West Hills	38	52.8%	34	47.2%	0	0.0%
West Kern	25	43.9%	32	56.1%	0	0.0%
West Valley-Mission	109	41.0%	157	59.0%	0	0.0%
Yosemite	81	50.6%	79	49.4%	0	0.0%
Yuba	43	44.8%	53	55.2%	0	0.0%
State Totals and Averages	8,073	45.2%	9,968	54.4%	38	0.4%

APPENDIX H: FALL 2023 PART-TIME FACULTY RACE AND ETHNICITY

District	Number of African American PT Faculty	Percentage of African American PT Faculty	Number of American Indian/Alaskan PT Faculty	Percentage of American Indian/Alaskan PT Faculty	Number of Asian PT Faculty	Percentage of Asian PT Faculty	Number of Hispanic PT Faculty	Percentage of Hispanic PT Faculty
Allan Hancock	4	1.1%	4	1.1%	12	3.4%	92	25.9%
Antelope Valley	37	9.8%	2	0.5%	24	6.3%	77	20.4%
Barstow	16	14.4%	1	0.9%	6	5.4%	21	18.9%
Butte	5	1.1%	6	1.3%	16	3.5%	37	8.0%
Cabrillo	2	0.7%	1	0.3%	18	5.9%	52	16.9%
Calbright	3	15.8%	0	0.0%	1	5.3%	4	21.1%
Cerritos	0	0.0%	0	0.0%	0	0.0%	16	2.7%
Chabot-Las Positas	37	6.4%	2	0.3%	97	16.8%	90	15.5%
Chaffey	71	8.1%	2	0.2%	116	13.3%	249	28.6%
Citrus	20	5.7%	4	1.1%	43	12.4%	111	31.9%
Coast	29	3.1%	3	0.3%	156	16.5%	124	13.1%
Compton	44	34.1%	0	0.0%	9	7.0%	32	24.8%
Contra Costa	66	8.0%	3	0.4%	120	14.6%	95	11.5%
Copper Mountain	2	2.8%	0	0.0%	3	4.2%	11	15.3%
Desert	16	3.9%	2	0.5%	28	6.8%	120	29.1%
El Camino	75	12.1%	3	0.5%	93	15.0%	147	23.7%
Feather River	1	1.9%	0	0.0%	1	1.9%	5	9.3%
Foothill-De Anza	20	2.8%	7	1.0%	171	23.6%	59	8.1%
Gavilan	2	0.9%	0	0.0%	16	7.5%	44	20.7%
Glendale	22	4.5%	5	1.0%	45	9.3%	70	14.4%
Grossmont-Cuyamaca	24	3.7%	7	1.1%	61	9.5%	91	14.2%
Hartnell	10	3.4%	1	0.3%	31	10.5%	101	34.4%
Imperial	3	2.2%	0	0.0%	2	1.4%	86	62.3%
Kern	37	6.2%	2	0.3%	26	4.4%	157	26.3%
Lake Tahoe	1	0.8%	0	0.0%	4	3.0%	20	15.0%
Lassen	3	3.8%	2	2.5%	3	3.8%	4	5.1%
Long Beach	54	8.2%	3	0.5%	91	13.7%	151	22.8%
Los Angeles	286	10.4%	5	0.2%	307	11.1%	530	19.2%
Los Rios	96	7.3%	8	0.6%	147	11.2%	161	12.3%

District	Number of African American PT Faculty	Percentage of African American PT Faculty	Number of American Indian/Alaskan PT Faculty	Percentage of American Indian/Alaskan PT Faculty	Number of Asian PT Faculty	Percentage of Asian PT Faculty	Number of Hispanic PT Faculty	Percentage of Hispanic PT Faculty
Marin	10	5.6%	2	1.1%	10	5.6%	18	10.1%
Mendocino-Lake	1	0.4%	5	2.1%	12	5.0%	30	12.4%
Merced	13	3.6%	2	0.6%	30	8.4%	77	21.4%
MiraCosta	15	3.1%	1	0.2%	38	7.9%	63	13.1%
Monterey Peninsula	5	2.5%	1	0.5%	22	10.8%	30	14.8%
Mt. San Antonio	30	3.4%	3	0.3%	136	15.3%	194	21.8%
Mt. San Jacinto	43	9.3%	6	1.3%	42	9.1%	106	22.9%
Napa Valley	4	2.5%	0	0.0%	16	10.0%	19	11.9%
North Orange	64	5.3%	1	0.1%	208	17.3%	317	26.4%
Ohlone	13	4.2%	2	0.7%	89	29.1%	38	12.4%
Palo Verde	2	1.9%	1	1.0%	6	5.8%	23	22.3%
Palomar	18	3.0%	6	1.0%	41	6.8%	92	15.3%
Pasadena Area	40	6.1%	4	0.6%	84	12.8%	158	24.1%
Peralta	76	15.6%	3	0.6%	75	15.4%	62	12.7%
Rancho Santiago	38	3.3%	8	0.7%	167	14.4%	335	28.8%
Redwoods	3	1.4%	8	3.8%	3	1.4%	17	8.2%
Rio Hondo	22	6.1%	3	0.8%	44	12.1%	133	36.6%
Riverside	84	8.8%	6	0.6%	104	10.9%	248	26.0%
San Bernardino	62	9.0%	8	1.2%	71	10.3%	112	16.3%
San Diego	97	6.8%	10	0.7%	165	11.5%	229	16.0%
San Francisco	33	6.3%	1	0.2%	120	22.9%	66	12.6%
San Joaquin Delta	8	3.1%	2	0.8%	32	12.6%	33	13.0%
San Jose-Evergreen	24	5.2%	2	0.4%	132	28.5%	98	21.2%
San Luis Obispo	2	0.7%	0	0.0%	8	2.8%	26	9.0%
San Mateo	26	4.9%	0	0.0%	90	17.0%	67	12.6%
Santa Barbara	9	2.1%	1	0.2%	22	5.1%	56	12.9%
Santa Clarita	22	4.2%	4	0.8%	50	9.4%	97	18.3%
Santa Monica	87	10.0%	2	0.2%	102	11.8%	152	17.5%
Sequoias	7	2.6%	3	1.1%	18	6.6%	83	30.3%
Shasta-Tehama-Trinity	7	2.6%	1	0.4%	13	4.8%	18	6.6%

District	Number of African American PT Faculty	Percentage of African American PT Faculty	Number of American Indian/Alaskan PT Faculty	Percentage of American Indian/Alaskan PT Faculty	Number of Asian PT Faculty	Percentage of Asian PT Faculty	Number of Hispanic PT Faculty	Percentage of Hispanic PT Faculty
Sierra	19	3.1%	1	0.2%	24	3.9%	61	10.0%
Siskiyou Joint	1	1.0%	1	1.0%	0	0.0%	5	5.2%
Solano	28	14.2%	1	0.5%	17	8.6%	23	11.7%
Sonoma County	14	2.0%	7	1.0%	33	4.6%	71	10.0%
South Orange County	20	1.9%	5	0.5%	124	12.0%	153	14.8%
Southwestern	41	5.6%	4	0.5%	59	8.0%	213	29.0%
State Center	52	4.4%	9	0.8%	140	11.8%	364	30.7%
Ventura County	16	2.1%	2	0.3%	50	6.6%	173	22.9%
Victor Valley	54	8.9%	3	0.5%	40	6.6%	155	25.6%
West Hills	8	4.7%	2	1.2%	14	8.1%	49	28.5%
West Kern	2	3.3%	1	1.7%	5	8.3%	6	10.0%
West Valley-Mission	13	3.1%	4	0.9%	95	22.5%	39	9.2%
Yosemite	16	3.4%	3	0.6%	27	5.8%	67	14.3%
Yuba	7	2.8%	4	1.6%	18	7.2%	43	17.3%
State Totals and Averages	2,142	5.3%	216	0.7%	4,243	9.6%	7,176	18.3%

APPENDIX H CONTINUED: FALL 2023 PART-TIME RACE AND ETHNICITY

District	Number of Multi-Ethnic PT Faculty	Percentage of Multi-Ethnic PT Faculty	Number of Pacific Islander PT Faculty	Percentage of Pacific Islander PT Faculty	Number of Unknown Ethnicity PT Faculty	Percentage of Unknown Ethnicity PT Faculty	Number of White Non-Hispanic PT Faculty	Percentage of White Non-Hispanic PT Faculty
Allan Hancock	10	2.8%	2	0.6%	19	5.4%	212	59.7%
Antelope Valley	14	3.7%	0	0.0%	27	7.1%	197	52.1%
Barstow	0	0.0%	0	0.0%	12	10.8%	55	49.5%
Butte	5	1.1%	2	0.4%	13	2.8%	376	81.7%
Cabrillo	7	2.3%	2	0.7%	16	5.2%	209	68.1%
Calbright	0	0.0%	0	0.0%	6	31.6%	5	26.3%
Cerritos	1	0.2%	0	0.0%	566	96.9%	1	0.2%
Chabot-Las Positas	9	1.6%	1	0.2%	37	6.4%	306	52.8%
Chaffey	15	1.7%	3	0.3%	8	0.9%	408	46.8%
Citrus	0	0.0%	0	0.0%	14	4.0%	156	44.8%
Coast	20	2.1%	3	0.3%	61	6.5%	547	58.0%
Compton	0	0.0%	0	0.0%	22	17.1%	22	17.1%
Contra Costa	22	2.7%	3	0.4%	52	6.3%	463	56.2%
Copper Mountain	1	1.4%	0	0.0%	2	2.8%	53	73.6%
Desert	11	2.7%	2	0.5%	14	3.4%	220	53.3%
El Camino	5	0.8%	2	0.3%	42	6.8%	253	40.8%
Feather River	0	0.0%	0	0.0%	16	29.6%	31	57.4%
Foothill-De Anza	11	1.5%	3	0.4%	35	4.8%	418	57.7%
Gavilan	3	1.4%	1	0.5%	78	36.6%	69	32.4%
Glendale	4	0.8%	8	1.6%	12	2.5%	320	65.8%
Grossmont-Cuyamaca	0	0.0%	1	0.2%	29	4.5%	428	66.8%
Hartnell	2	0.7%	1	0.3%	4	1.4%	144	49.0%
Imperial	1	0.7%	0	0.0%	5	3.6%	41	29.7%
Kern	17	2.8%	0	0.0%	34	5.7%	324	54.3%
Lake Tahoe	1	0.8%	0	0.0%	10	7.5%	97	72.9%
Lassen	1	1.3%	0	0.0%	8	10.1%	58	73.4%
Long Beach	22	3.3%	6	0.9%	0	0.0%	335	50.6%
Los Angeles	16	0.6%	0	0.0%	588	21.3%	1,025	37.2%
Los Rios	47	3.6%	6	0.5%	68	5.2%	776	59.3%

District	Number of Multi-Ethnic PT Faculty	Percentage of Multi-Ethnic PT Faculty	Number of Pacific Islander PT Faculty	Percentage of Pacific Islander PT Faculty	Number of Unknown Ethnicity PT Faculty	Percentage of Unknown Ethnicity PT Faculty	Number of White Non-Hispanic PT Faculty	Percentage of White Non-Hispanic PT Faculty
Marin	0	0.0%	0	0.0%	26	14.6%	112	62.9%
Mendocino-Lake	2	0.8%	2	0.8%	12	5.0%	177	73.4%
Merced	5	1.4%	3	0.8%	28	7.8%	201	56.0%
MiraCosta	0	0.0%	5	1.0%	39	8.1%	321	66.6%
Monterey Peninsula	2	1.0%	2	1.0%	3	1.5%	138	68.0%
Mt. San Antonio	17	1.9%	3	0.3%	234	26.4%	271	30.5%
Mt. San Jacinto	5	1.1%	1	0.2%	25	5.4%	235	50.8%
Napa Valley	4	2.5%	1	0.6%	16	10.0%	100	62.5%
North Orange	36	3.0%	2	0.2%	85	7.1%	489	40.7%
Ohlone	6	2.0%	0	0.0%	29	9.5%	129	42.2%
Palo Verde	2	1.9%	2	1.9%	18	17.5%	49	47.6%
Palomar	9	1.5%	5	0.8%	71	11.8%	360	59.8%
Pasadena Area	10	1.5%	11	1.7%	23	3.5%	325	49.6%
Peralta	11	2.3%	4	0.8%	70	14.3%	187	38.3%
Rancho Santiago	9	0.8%	3	0.3%	132	11.4%	470	40.4%
Redwoods	4	1.9%	0	0.0%	6	2.9%	167	80.3%
Rio Hondo	7	1.9%	1	0.3%	26	7.2%	127	35.0%
Riverside	18	1.9%	2	0.2%	33	3.5%	459	48.1%
San Bernardino	0	0.0%	2	0.3%	64	9.3%	368	53.6%
San Diego	7	0.5%	6	0.4%	176	12.3%	740	51.7%
San Francisco	15	2.9%	3	0.6%	23	4.4%	263	50.2%
San Joaquin Delta	0	0.0%	2	0.8%	42	16.5%	135	53.1%
San Jose-Evergreen	14	3.0%	2	0.4%	8	1.7%	183	39.5%
San Luis Obispo	4	1.4%	1	0.3%	17	5.9%	231	79.9%
San Mateo	5	0.9%	2	0.4%	49	9.2%	291	54.9%
Santa Barbara	8	1.8%	1	0.2%	21	4.8%	315	72.7%
Santa Clarita	18	3.4%	0	0.0%	49	9.2%	290	54.7%
Santa Monica	12	1.4%	6	0.7%	41	4.7%	466	53.7%
Sequoias	3	1.1%	0	0.0%	12	4.4%	148	54.0%
Shasta-Tehama-Trinity	3	1.1%	0	0.0%	6	2.2%	225	82.4%

District	Number of Multi-Ethnic PT Faculty	Percentage of Multi-Ethnic PT Faculty	Number of Pacific Islander PT Faculty	Percentage of Pacific Islander PT Faculty	Number of Unknown Ethnicity PT Faculty	Percentage of Unknown Ethnicity PT Faculty	Number of White Non-Hispanic PT Faculty	Percentage of White Non-Hispanic PT Faculty
Sierra	7	1.1%	1	0.2%	93	15.3%	403	66.2%
Siskiyou Joint	3	3.1%	1	1.0%	3	3.1%	82	85.4%
Solano	1	0.5%	2	1.0%	3	1.5%	122	61.9%
Sonoma County	11	1.5%	3	0.4%	13	1.8%	559	78.6%
South Orange County	26	2.5%	13	1.3%	92	8.9%	601	58.1%
Southwestern	15	2.0%	15	2.0%	25	3.4%	363	49.4%
State Center	30	2.5%	0	0.0%	47	4.0%	545	45.9%
Ventura County	21	2.8%	0	0.0%	66	8.7%	427	56.6%
Victor Valley	12	2.0%	3	0.5%	10	1.7%	328	54.2%
West Hills	3	1.7%	0	0.0%	3	1.7%	93	54.1%
West Kern	0	0.0%	1	1.7%	1	1.7%	44	73.3%
West Valley-Mission	5	1.2%	2	0.5%	20	4.7%	244	57.8%
Yosemite	8	1.7%	2	0.4%	18	3.8%	328	69.9%
Yuba	1	0.4%	0	0.0%	28	11.2%	148	59.4%
State Totals and Averages	624	1.5%	161	0.4%	3,604	9.2%	19,808	55.0%

APPENDIX I: FALL 2023 PART-TIME FACULTY GENDER

District	Number of Male PT Faculty	Percentage of Male PT Faculty	Number of Female PT Faculty	Percentage of Female PT Faculty	Number of Non-Binary PT Faculty	Percentage of Non-Binary PT Faculty
Allan Hancock	168	47.3%	183	51.5%	4	1.1%
Antelope Valley	208	55.0%	165	43.7%	5	1.3%
Barstow	55	49.5%	56	50.5%	0	0.0%
Butte	248	53.9%	212	46.1%	0	0.0%
Cabrillo	108	35.2%	198	64.5%	1	0.3%
Calbright	10	52.6%	6	31.6%	3	15.8%
Cerritos	249	42.6%	294	50.3%	41	7.0%
Chabot-Las Positas	301	52.0%	278	48.0%	0	0.0%
Chaffey	351	40.3%	519	59.5%	2	0.2%
Citrus	163	46.8%	182	52.3%	3	0.9%
Coast	448	47.5%	495	52.5%	0	0.0%
Compton	69	53.5%	57	44.2%	3	2.3%
Contra Costa	396	48.1%	427	51.8%	1	0.1%
Copper Mountain	37	51.4%	35	48.6%	0	0.0%
Desert	206	49.9%	207	50.1%	0	0.0%
El Camino	289	46.6%	331	53.4%	0	0.0%
Feather River	27	50.0%	26	48.1%	1	1.9%
Foothill-De Anza	319	44.1%	405	55.9%	0	0.0%
Gavilan	91	42.7%	120	56.3%	2	0.9%
Glendale	208	42.8%	278	57.2%	0	0.0%
Grossmont-Cuyamaca	289	45.1%	352	54.9%	0	0.0%
Hartnell	145	49.3%	148	50.3%	1	0.3%
Imperial	78	56.5%	60	43.5%	0	0.0%
Kern	252	42.2%	338	56.6%	7	1.2%
Lake Tahoe	56	42.1%	77	57.9%	0	0.0%
Lassen	49	62.0%	30	38.0%	0	0.0%
Long Beach	311	47.0%	351	53.0%	0	0.0%
Los Angeles	1,323	48.0%	1,406	51.0%	28	1.0%
Los Rios	589	45.0%	713	54.5%	7	0.5%
Marin	75	42.1%	102	57.3%	1	0.6%

District	Number of Male PT Faculty	Percentage of Male PT Faculty	Number of Female PT Faculty	Percentage of Female PT Faculty	Number of Non-Binary PT Faculty	Percentage of Non-Binary PT Faculty
Mendocino-Lake	92	38.2%	149	61.8%	0	0.0%
Merced	163	45.4%	196	54.6%	0	0.0%
MiraCosta	180	37.3%	299	62.0%	3	0.6%
Monterey Peninsula	91	44.8%	112	55.2%	0	0.0%
Mt. San Antonio	432	48.6%	447	50.3%	9	1.0%
Mt. San Jacinto	202	43.6%	259	55.9%	2	0.4%
Napa Valley	69	43.1%	88	55.0%	3	1.9%
North Orange	521	43.3%	678	56.4%	3	0.2%
Ohlone	125	40.8%	181	59.2%	0	0.0%
Palo Verde	56	54.4%	47	45.6%	0	0.0%
Palomar	327	54.3%	275	45.7%	0	0.0%
Pasadena Area	298	45.5%	354	54.0%	3	0.5%
Peralta	201	41.2%	281	57.6%	6	1.2%
Rancho Santiago	491	42.3%	667	57.4%	4	0.3%
Redwoods	86	41.3%	121	58.2%	1	0.5%
Rio Hondo	183	50.4%	156	43.0%	24	6.6%
Riverside	436	45.7%	518	54.3%	0	0.0%
San Bernardino	331	48.2%	356	51.8%	0	0.0%
San Diego	632	44.2%	794	55.5%	4	0.3%
San Francisco	235	44.8%	283	54.0%	6	1.1%
San Joaquin Delta	107	42.1%	147	57.9%	2	0.8%
San Jose-Evergreen	201	43.4%	262	56.6%	0	0.0%
San Luis Obispo	120	41.5%	167	57.8%	0	0.0%
San Mateo	225	42.5%	305	57.5%	0	0.0%
Santa Barbara	152	35.1%	281	64.9%	0	0.0%
Santa Clarita	231	43.6%	299	56.4%	0	0.0%
Santa Monica	366	42.2%	502	57.8%	0	0.0%
Sequoias	129	47.1%	143	52.2%	2	0.7%
Shasta-Tehama-Trinity	131	48.0%	142	52.0%	0	0.0%
Sierra	287	47.1%	320	52.5%	2	0.3%
Siskiyou Joint	59	61.5%	35	36.5%	2	2.1%

District	Number of Male PT Faculty	Percentage of Male PT Faculty	Number of Female PT Faculty	Percentage of Female PT Faculty	Number of Non-Binary PT Faculty	Percentage of Non-Binary PT Faculty
Solano	97	49.2%	100	50.8%	0	0.0%
Sonoma County	315	44.3%	395	55.6%	1	0.1%
South Orange County	420	40.6%	613	59.3%	1	0.1%
Southwestern	358	48.7%	377	51.3%	0	0.0%
State Center	504	42.5%	679	57.2%	4	0.3%
Ventura County	359	47.5%	396	52.5%	0	0.0%
Victor Valley	311	51.4%	293	48.4%	1	0.2%
West Hills	92	53.5%	80	46.5%	0	0.0%
West Kern	30	50.0%	30	50.0%	0	0.0%
West Valley-Mission	181	42.9%	240	56.9%	1	0.2%
Yosemite	203	43.3%	266	56.7%	0	0.0%
Yuba	112	45.0%	137	55.0%	0	0.0%
State Totals and Averages	17,259	46.3%	20,521	52.9%	194	0.8%

APPENDIX J: 2022-23 FACULTY TRANSITIONS OVERVIEW

District	Total Number FTF Employed as of June 30, 2023	Number of PT Faculty Offered FT Faculty Positions	Percentage of New PT to FT Hires as Compared to Total Number of FT Faculty	Number of FT Faculty Who Have Left or Retired	Percentage of FT Faculty Who Have Left or Retired Compared to Total Number of FT Faculty
Allan Hancock	164	12	7.3%	5	3.0%
Antelope Valley	178	6	3.4%	11	6.2%
Barstow	41	4	9.8%	4	9.8%
Butte	165	13	7.9%	9	5.5%
Cabrillo	166	6	3.6%	9	5.4%
Calbright	12	0	0.0%	2	16.7%
Cerritos	272	6	2.2%	9	3.3%
Chabot-Las Positas	281	13	4.6%	15	5.3%
Chaffey	242	13	5.4%	6	2.5%
Citrus	163	7	4.3%	4	2.5%
Coast	436	12	2.8%	18	4.1%
Compton	101	3	3.0%	6	5.9%
Contra Costa	466	11	2.4%	18	3.9%
Copper Mountain	32	0	0.0%	0	0.0%
Desert	135	7	5.2%	10	7.4%
El Camino	345	0	0.0%	10	2.9%
Feather River	24	0	0.0%	3	12.5%
Foothill-De Anza	429	15	3.5%	11	2.6%
Gavilan	67	5	7.5%	3	4.5%
Glendale	230	6	2.6%	6	2.6%
Grossmont-Cuyamaca	281	14	5.0%	13	4.6%
Hartnell	121	0	0.0%	11	9.1%
Imperial	148	0	0.0%	8	5.4%
Kern	502	40	8.0%	35	7.0%
Lake Tahoe	32	0	0.0%	3	9.4%
Lassen	41	2	4.9%	8	19.5%
Long Beach	332	21	6.3%	12	3.6%
Los Angeles	1,478	49	3.3%	66	4.5%
Los Rios	962	unknown	unknown	43	4.5%

District	Total Number FTF Employed as of June 30, 2023	Number of PT Faculty Offered FT Faculty Positions	Percentage of New PT to FT Hires as Compared to Total Number of FT Faculty	Number of FT Faculty Who Have Left or Retired	Percentage of FT Faculty Who Have Left or Retired Compared to Total Number of FT Faculty
Marin	115	4	3.5%	1	0.9%
Mendocino-Lake	60	2	3.3%	4	6.7%
Merced	191	14	7.3%	11	5.8%
MiraCosta	207	3	1.4%	5	2.4%
Monterey Peninsula	112	5	4.5%	0	0.0%
Mt. San Antonio	423	8	1.9%	24	5.7%
Mt. San Jacinto	179	19	10.6%	6	3.4%
Napa Valley	104	0	0.0%	7	6.7%
North Orange	537	6	1.1%	24	4.5%
Ohlone	111	5	4.5%	8	7.2%
Palo Verde	44	0	0.0%	4	9.1%
Palomar	277	16	5.8%	7	2.5%
Pasadena Area	453	6	1.3%	14	3.1%
Peralta	336	10	3.0%	24	7.1%
Rancho Santiago	382	7	1.8%	12	3.1%
Redwoods	66	5	7.6%	4	6.1%
Rio Hondo	201	2	1.0%	5	2.5%
Riverside	466	14	3.0%	12	2.6%
San Bernardino	257	8	3.1%	10	3.9%
San Diego	649	22	3.4%	38	5.9%
San Francisco	410	3	0.7%	26	6.3%
San Joaquin Delta	224	23	10.3%	9	4.0%
San Jose-Evergreen	239	3	1.3%	14	5.9%
San Luis Obispo	136	4	2.9%	8	5.9%
San Mateo	331	18	5.4%	23	6.9%
Santa Barbara	206	9	4.4%	2	1.0%
Santa Clarita	215	7	3.3%	4	1.9%
Santa Monica	332	17	5.1%	8	2.4%
Sequoias	168	3	1.8%	8	4.8%
Shasta-Tehama-Trinity	142	4	2.8%	2	1.4%

District	Total Number FTF Employed as of June 30, 2023	Number of PT Faculty Offered FT Faculty Positions	Percentage of New PT to FT Hires as Compared to Total Number of FT Faculty	Number of FT Faculty Who Have Left or Retired	Percentage of FT Faculty Who Have Left or Retired Compared to Total Number of FT Faculty
Sierra	232	3	1.3%	6	2.6%
Siskiyou Joint	40	3	7.5%	3	7.5%
Solano	128	7	5.5%	4	3.1%
Sonoma County	310	9	2.9%	8	2.6%
South Orange County	383	19	5.0%	9	2.3%
Southwestern	280	29	10.4%	28	10.0%
State Center	727	64	8.8%	43	5.9%
Ventura County	448	21	4.7%	32	7.1%
Victor Valley	114	7	6.1%	3	2.6%
West Hills	90	3	3.3%	2	2.2%
West Kern	58	1	1.7%	1	1.7%
West Valley-Mission	277	1	0.4%	11	4.0%
Yosemite	290	15	5.2%	21	7.2%
Yuba	126	7	5.6%	7	5.6%
State Totals and Average Percentages	18,922	701	3.8%	860	5.0%

APPENDIX K: 2022-23 FACULTY STATUS OVERVIEW

District	Number of FT Faculty Employed as of June 30, 2023	Headcount of FT Faculty who have Release Time	Percentage of FT faculty who have Release Time	Headcount of FT Faculty on Sabbatical	Percentage of FT Faculty on Sabbatical	Headcount of FT Faculty on Paid Leave	Percentage of FT Faculty on Paid Leave
Allan Hancock	164	72	43.9%	1	0.6%	3	1.8%
Antelope Valley	178	73	41.0%	1	0.6%	2	1.1%
Barstow	41	18	43.9%	0	0.0%	2	4.9%
Butte	165	37	22.4%	2	1.2%	19	11.5%
Cabrillo	166	12	7.2%	2	1.2%	7	4.2%
Cerritos	272	94	34.6%	6	2.2%	5	1.8%
Chabot-Las Positas	281	55	19.6%	13	4.6%	0	0.0%
Chaffey	242	58	24.0%	2	0.8%	22	9.1%
Citrus	163	24	14.7%	3	1.8%	0	0.0%
Coast	436	74	17.0%	3	0.7%	18	4.1%
Compton	101	31	30.7%	0	0.0%	3	3.0%
Contra Costa	466	211	45.3%	20	4.3%	240	51.5%
Copper Mountain	32	8	25.0%	0	0.0%	0	0.0%
Desert	135	43	31.9%	3	2.2%	1	0.7%
El Camino	345	29	8.4%	8	2.3%	5	1.4%
Feather River	24	3	12.5%	0	0.0%	0	0.0%
Foothill-De Anza	429	74	17.2%	40	9.3%	24	5.6%
Gavilan	67	20	29.9%	1	1.5%	3	4.5%
Glendale	230	84	36.5%	7	3.0%	4	1.7%
Grossmont-Cuyamaca	281	128	45.6%	12	4.3%	11	3.9%
Hartnell	121	6	5.0%	0	0.0%	3	2.5%
Imperial	148	30	20.3%	1	0.7%	5	3.4%
Kern	502	47	9.4%	0	0.0%	0	0.0%
Lake Tahoe	32	17	53.1%	3	9.4%	0	0.0%
Lassen	41	7	17.1%	0	0.0%	1	2.4%
Long Beach	332	36	10.8%	6	1.8%	1	0.3%
Los Angeles	1,478	362	24.5%	9	0.6%	13	0.9%
Los Rios	962	268	27.9%	36	3.7%	1	0.1%
Marin	115	42	36.5%	4	3.5%	8	7.0%

District	Number of FT Faculty Employed as of June 30, 2023	Headcount of FT Faculty who have Release Time	Percentage of FT faculty who have Release Time	Headcount of FT Faculty on Sabbatical	Percentage of FT Faculty on Sabbatical	Headcount of FT Faculty on Paid Leave	Percentage of FT Faculty on Paid Leave
Mendocino-Lake	60	18	30.0%	1	1.7%	10	16.7%
Merced	191	106	55.5%	2	1.0%	3	1.6%
MiraCosta	207	96	46.4%	8	3.9%	4	1.9%
Monterey Peninsula	112	29	25.9%	0	0.0%	1	0.9%
Mt. San Antonio	423	87	20.6%	3	0.7%	54	12.8%
Mt. San Jacinto	179	63	35.2%	5	2.8%	0	0.0%
Napa Valley	104	31	29.8%	2	1.9%	2	1.9%
North Orange	537	203	37.8%	12	2.2%	79	14.7%
Ohlone	111	23	20.7%	4	3.6%	9	8.1%
Palo Verde	44	0	0.0%	0	0.0%	0	0.0%
Palomar	277	66	23.8%	17	6.1%	4	1.4%
Pasadena Area	453		0.0%		0.0%		0.0%
Peralta	336	150	44.6%	5	1.5%	11	3.3%
Rancho Santiago	382	36	9.4%	8	2.1%	27	7.1%
Redwoods	66	40	60.6%	3	4.5%	3	4.5%
Rio Hondo	201	50	24.9%	2	1.0%	7	3.5%
Riverside	466	180	38.6%	3	0.6%	11	2.4%
San Bernardino	257	71	27.6%	4	1.6%	18	7.0%
San Diego	649	488	75.2%	21	3.2%	12	1.8%
San Francisco	410	165	40.2%	16	3.9%	35	8.5%
San Joaquin Delta	224	55	24.6%	1	0.4%	6	2.7%
San Jose-Evergreen	239	62	25.9%	12	5.0%	31	13.0%
San Luis Obispo	136	35	25.7%	1	0.7%	7	5.1%
San Mateo	331	140	42.3%	1	0.3%	9	2.7%
Santa Barbara	206	11	5.3%	3	1.5%	1	0.5%
Santa Clarita	215	71	33.0%	3	1.4%	0	0.0%
Santa Monica	332	142	42.8%	13	3.9%	15	4.5%
Sequoias	168	48	28.6%	0	0.0%	0	0.0%
Shasta-Tehama-Trinity	142	19	13.4%	1	0.7%	4	2.8%
Sierra	232	55	23.7%	0	0.0%	2	0.9%

District	Number of FT Faculty Employed as of June 30, 2023	Headcount of FT Faculty who have Release Time	Percentage of FT faculty who have Release Time	Headcount of FT Faculty on Sabbatical	Percentage of FT Faculty on Sabbatical	Headcount of FT Faculty on Paid Leave	Percentage of FT Faculty on Paid Leave
Siskiyou Joint	40	36	90.0%	1	2.5%	1	2.5%
Solano	128	29	22.7%	3	2.3%	5	3.9%
Sonoma County	310	106	34.2%	21	6.8%	18	5.8%
South Orange County	383	87	22.7%	19	5.0%	22	5.7%
Southwestern	280	75	26.8%	10	3.6%	6	2.1%
State Center	727	172	23.7%	8	1.1%	24	3.3%
Ventura County	448	120	26.8%	14	3.1%	17	3.8%
Victor Valley	114	13	11.4%	1	0.9%	86	75.4%
West Hills	90	19	21.1%	0	0.0%	0	0.0%
West Kern	58	0	0.0%	0	0.0%	0	0.0%
West Valley-Mission	277	111	40.1%	1	0.4%	30	10.8%
Yosemite	290	65	22.4%	9	3.1%	2	0.7%
Yuba	126	10	7.9%	2	1.6%	0	0.0%
State Totals and Average Percentages	18,910	5,346	28.02%	423	2.04%	977	5.17%

Front cover photo: Santa Monica College

Photo at right: Los Angeles Pierce College

Back cover photo: Mira Costa College



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California Community Colleges Threads
threads.net/@californiacommunitycolleges



California Community Colleges Chancellor's Office
1102 Q Street | Suite 4400 | Sacramento, CA 95811
www.cccco.edu

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Respondent

12

Sarah Davila

00:41

Time to complete

1. Name of Applicant *

Sarah Davila

2. Which Representation position are you applying for? *

- ☒ Faculty At-Large
- ☐ College Committees
- ☐ Equity Programs, Services, and/or Committees

3. Which College Committee are you representing as a Faculty Participant? *

- ☐ Program Service Review (PSR)
- ☐ Outcomes Assessment Committee (OAC)
- ☐ Resource Allocation Committee (RAC)
- ☐ President's Equity Council (PEC)
- ☐ Professional Development
- ☐ College Planning Council (CPC)
- ☐ Coordinator Advisory Committee
- ☒ Applying as "Faculty At Large"

4. Which Equity Program/Service/Committee are you representing as a Faculty Participant?

- ☐ Disability Programs and Services
- ☐ Umoja Program
- ☐ Puente Project
- ☐ Undocumented Advocates Committee
- ☐ LGBTQIA+ Advocates Committee
- ☐ Rising Scholars/System Impacted Students Program
- ☐ Extended Opportunity Programs and Services (EOPS)

[View results](#)

Respondent

15

Donald Essex

01:11

Time to complete

1. Name of Applicant *

2. Which Representation position are you applying for? *

- ☐ Faculty At-Large
- ☐ College Committees
- ☒ Equity Programs, Services, and/or Committees

3. Which Equity Program/Service/Committee are you representing as a Faculty Participant?

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- ☐ Umoja Program
- ☐ Puente Project
- ☐ Undocumented Advocates Committee
- ☐ LGBTQIA+ Advocates Committee
- ☐ Rising Scholars/System Impacted Students Program
- ☐ Extended Opportunity Programs and Services (EOPS)

4. Are you the Faculty Chair, Faculty Lead, or Faculty Member of the Committee(s) or Equity Program/Service/Committee(s)? *

- ☐ Faculty Chair
- ☐ Faculty Lead
- ☒ Faculty Member

5. Please provide a 1000 characters or less statement addressing your interest and qualifications for joining the advisory group. *

I am very interested in joining the Mackenzie Scott Advisory group at Chaffey College. The initiative of expanding access, equity, and opportunity for students is extremely important. As the Director/Counselor of the federally funded TRIO Program (Student Support Services) for 4 years, I managed a \$1.5 million budget dedicated to supporting students in the program who were students with disabilities. I developed a strong understanding of program management, fiscal responsibility, and the importance of aligning resources with student and staff needs. My work required balancing compliance with federal guidelines while also advocating for creative approaches to ensure students received the best possible services. I have experienced firsthand how access to resources, mentorship, and supportive programming, can transform lives. I welcome the opportunity to collaborate with colleagues who share a commitment to student success.

Please enter at most 1000 characters

6. Please provide a 1000 characters or less statement answering the following question: If you were to be chosen to be on the MacKenzie Scott Advisory Group, which student populations and/or resources would you advocate for and why? In other words, how could the MacKenzie Scott gift funds be used to help Chaffey students to succeed? *

If chosen for the Mackenzie Scott Advisory Group, I would advocate for students with disabilities, students facing mental health challenges, veterans, and the participants of the rising scholar's program for incarcerated students. These student populations are often time underserved and/or unrecognized, yet severely in need of support as well as resources. These groups face unique barriers that can significantly affect their academic success and over all well-being. My professional background and lived experience have prepared me to serve these populations with care, compassion, and effectiveness. With over 10 years of working directly with students with a disabilities and more than 20 years in the field of higher education, I have consistently advocated for equitable access, resources, and support. These special population groups deserve strong representation and intentional advocacy which ensure that resources are not only available, but also accessible, impactful, and empowering.

Please enter at most 1000 characters

View results

Respondent

16

Elizabeth Fiedorek

00:20

Time to complete

1. Name of Applicant *

Elizabeth Fiedorek

2. Which Representation position are you applying for? *

- ☒ Faculty At-Large
- ☐ College Committees
- ☐ Equity Programs, Services, and/or Committees

3. Which College Committee are you representing as a Faculty Participant? *

- ☐ Program Service Review (PSR)
- ☐ Outcomes Assessment Committee (OAC)
- ☐ Resource Allocation Committee (RAC)
- ☐ President's Equity Council (PEC)
- ☐ Professional Development
- ☐ College Planning Council (CPC)
- ☐ Coordinator Advisory Committee
- ☒ Applying as "Faculty At Large"

4. Which Equity Program/Service/Committee are you representing as a Faculty Participant?

- ☐ Disability Programs and Services
- ☐ Umoja Program
- ☐ Puente Project
- ☐ Undocumented Advocates Committee
- ☐ LGBTQIA+ Advocates Committee
- ☐ Rising Scholars/System Impacted Students Program
- ☐ Extended Opportunity Programs and Services (EOPS)

[View results](#)

Respondent

13

Norma Leon

20:37

Time to complete

1. Name of Applicant *

2. Which Representation position are you applying for? *

- ☐ Faculty At-Large
- ☒ College Committees
- ☐ Equity Programs, Services, and/or Committees

3. Which College Committee are you representing as a Faculty Participant? *

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- ☐ Outcomes Assessment Committee (OAC)
- ☐ Resource Allocation Committee (RAC)
- ☒ President's Equity Council (PEC)
- ☐ Professional Development
- ☐ College Planning Council (CPC)
- ☐ Coordinator Advisory Committee
- ☐ Applying as "Faculty At Large"

4. Are you the Faculty Chair, Faculty Lead, or Faculty Member of the Committee(s) or Equity Program/Service/Committee(s)? *

- ☐ Faculty Chair
- ☐ Faculty Lead
- ☒ Faculty Member

5. Please provide a 1000 characters or less statement addressing your interest and qualifications for joining the advisory group. *

Before coming to Chaffey College, I worked in Student Affairs for 24 years, mostly serving underrepresented student populations, low-income, first generation, former foster youth, veteran students, transfer students, students with dependents, and working with parents of some of these student populations. I was the university liaison for undocumented students, and worked on services for student parents or students with dependents. Through my experience, I have managed a budget of over 1 million dollars coming from different funding sources. I served as president of both the Hispanic Alumni chapter and the Latino Faculty Staff and Student Association. Through these organizations, we established and managed scholarship funds, fundraised, and decided on fund allocations. I sat in similar committees that reviewed and determined how funding could and would be used for the benefit of students. I'd like to contribute to the Chaffey campus, and this is area my experience can be of good use.

Please enter at most 1000 characters

6. Please provide a 1000 characters or less statement answering the following question: If you were to be chosen to be on the MacKenzie Scott Advisory Group, which student populations and/or resources would you advocate for and why? In other words, how could the MacKenzie Scott gift funds be used to help Chaffey students to succeed? *

There are various student populations that need resources. Some services are more established than others. But even those that are already institutionalized, could use more support. In the President's Equity Council, I suggested last year that the populations I had not seen services offered to at that time (or very minimally) were neurodivergent students, student parents, and older students. Right now, our undocumented students need a lot of support given the current state of affairs in our nation. Mental health resources could support many of our student populations, not just one, so I would advocate for that, likely more on the health promotion side to tap into not just those who already get help, but those who don't seek help but would use the information. It is difficult to choose just one. And it is important to collect and review data to make decisions of which populations to focus on if we must narrow that down each year. Any support, additional or new, will be fruitful.

Please enter at most 1000 characters

View results

Respondent
14 Joshua Stapleton

02:18
Time to complete

1. Name of Applicant *

Joshua Stapleton

2. Which Representation position are you applying for? *

- ☒ Faculty At-Large
- ☐ College Committees
- ☐ Equity Programs, Services, and/or Committees

3. Which College Committee are you representing as a Faculty Participant? *

- ☐ Program Service Review (PSR)
- ☐ Outcomes Assessment Committee (OAC)
- ☐ Resource Allocation Committee (RAC)
- ☐ President's Equity Council (PEC)
- ☐ Professional Development
- ☐ College Planning Council (CPC)
- ☐ Coordinator Advisory Committee
- ☒ Applying as "Faculty At Large"

4. Which Equity Program/Service/Committee are you representing as a Faculty Participant?

- ☐ Disability Programs and Services
- ☐ Umoja Program
- ☐ Puente Project
- ☐ Undocumented Advocates Committee
- ☐ LGBTQIA+ Advocates Committee
- ☐ Rising Scholars/System Impacted Students Program
- ☐ Extended Opportunity Programs and Services (EOPS)

6. Chaffey College is blessed with faculty, staff, and a leadership team who strive daily to make a difference in the lives of our students. Our ability to positively impact those lives can be limited by funding. The MacKenzie Scott gift is a unique opportunity to eliminate some of those roadblocks to give our students the best chance of reaching their career and mobility goals. My interest in serving on the MacKenzie Scott Advisory Group stems from my inherent desire to be a part of legacy. Not to have a building be named after me, but to be a part of something (even if no one else knows) that made things better for others. As faculty in the space of emergency medical services and as a practicing paramedic in the Inland Empire for nearly thirty years, I have seen firsthand what some of the obstacles our students experience, those that many of our faculty would not have the reason or opportunity to see. Having that empathetic perspective, I believe, will help keep the recommendations pushed forward to remain heavily focused on our students' needs.

7. Were I to be selected for the MacKenzie Scott Advisory Group, I would not be advocating for a specific student group or a specific initiative. I believe my objective and open-minded approach to all people and the challenges we all face will give me an inclusive approach to remaining open to ALL options that can better our students. I have a strong involvement with our Dual Enrollment program, and I know this is a great avenue to grab vulnerable teenage populations and set them on a pathway of success, not just in their career but in life. I am excited to be a part of exploring and being open-minded to all realistic options that will continue making Chaffey not just a great educational institution but also a core part of the foundation of making lives better.

Thanks much!



Thanksgiving Basket FOOD DRIVE

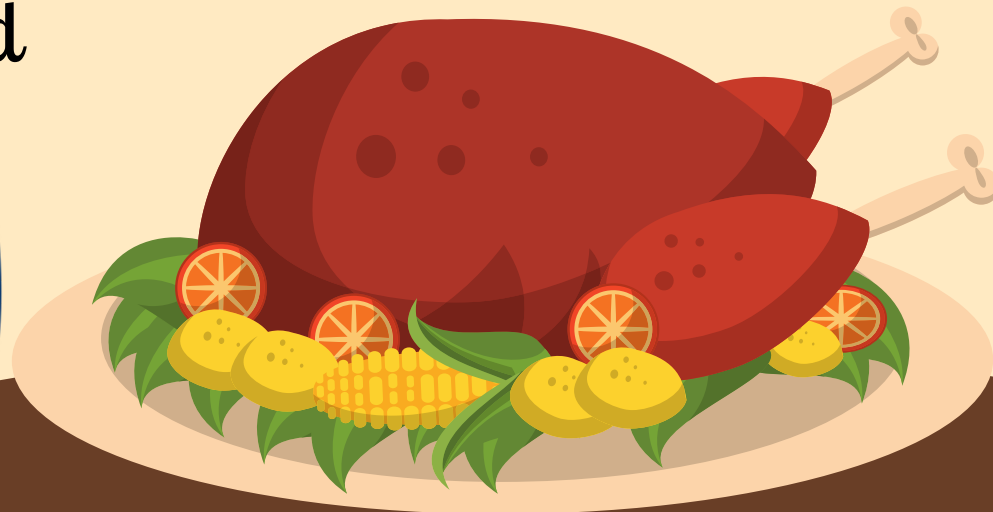
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Provide a family in need with a delicious Thanksgiving meal!
Help Foothill Family Shelter prepare to distribute baskets to
1,000 families with your generous donation.

Basket Ingredients:

- \$25 Grocery Gift Card
- 1 box of stuffing
- 1 can of cranberry sauce
- 1 box of instant potatoes
- 1 can of candied yams
- 2 cans of green beans
- 2 cans of corn
- 1 can of turkey gravy
- 1 oven roasting pan
- 1 oven roasting bag
- 1 cake, cookie, or brownie mix

Place all items in a basket, box, or bag and include the gift card activation slip.

Campus Drop Off Locations

SSA - Financial Aid Office
AD-160 - Accounting Office
BEB-204 - Academic Senate
FNLC - Fontana Campus Admissions
CHMB - Chino Dean's Office

Drop off by Friday,
November 7, 2025

Can't make it
to drop off?
Email
melissa.diaz@
chaffey.edu
for pick up
with a smile!

		Present	Adoption of the 10.7.25 Agenda	Motion to approve the 10.7.25 Consent Agenda	Approval of the faculty selected for the Mackenzie Scott Advisory Group		
<i>Alternate Senators Italicized</i>							
Representation	Name						
President	Elizabeth "Liz" Encarnacion						
Vice President	Terezita Reyes Overduin	Y	Y	Y	Y		
Secretary/Treasurer	Laura Santamaria Brady	Y	Y	Y	Y		
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y	Y		
ACD-A	Laura Santamaria Brady						
ACD-A	Henry Leonor	Y	Y	Y	Y		
<i>ACD-A Alternate</i>	<i>Steve Shelton</i>	Y					
ACD-B	Vacant						
ACD-B	Nicole Farrand	Y	Y	Y	Y		
<i>ACD-B Alternate</i>	<i>Vacant</i>						
ACC	Myra Andrade	Y	-	Y	Y		
ACC	Wendy Whitney	Y	Y	Y	Y		
<i>ACC Alternate</i>	<i>Melissa Johannsen</i>	Y					
<i>ACC Alternate</i>	<i>Fabiola Espitia</i>	Y	Y				
BTH/MIDT	Joseph Lee	Y	Y	Y	Y		
BTH/MIDT	Jonathan Polidano	Y	Y	Y	Y		
<i>BTH/MIDT Alternate</i>	<i>Jay Scott</i>						
Chino Campus	Hannah Carter	Y	-	-	Y		
Chino Campus	Manar Hijaz	Y	Y	Y	Y		
<i>Chino Campus Alternate</i>	<i>Vacant</i>						
Fontana Campus	Sean Connelly	Y	-	-	Y		
Fontana Campus	Anthony "Tony" Guaracha	Y	-	-	Y		
<i>Fontana Campus Alternate</i>	<i>Vacant</i>						
HFID&C	Vacant						
HFID&C	Vacant						
<i>HFID&C Alternate</i>	<i>Vacant</i>						
HW - HS	Jayne Clark-Frize						
HW - HS	Vacant						
<i>HW - HS Alternate</i>	<i>Lisa Doget</i>	Y	Y	Y	Y		
HW - KNA	Rob Hadaway						
HW - KNA	Candice Hines-Tinsley	Y	Y	Y	Y		
<i>HW - KNA Alternate</i>	<i>Annette Henry</i>						
Instructional Support	Terezita Reyes Overduin						
Instructional Support	Christina Holdiness	Y	Y	Y	Y		
<i>Instructional Support Alternate</i>	<i>Rose Ann Osmanian</i>						
PCS	Melanie Bratcher	Y	Y	Y	Y		
PCS	Patricia Gomez						
PCS Alternate	Vacant						
STEM	Justin Keller	Y	Y	Y	Y		
STEM	Louisa Villeneuve	Y	Y	Y	Y		
<i>STEM Alternate</i>	<i>Vacant</i>						
Senator-At-Large	Tamari Jenkins	Y	Y	Y	Y		
Senator-At-Large	Sarah Chamberlain	Y	Y	Y	Y		
Senator-At-Large	Jin Liu	Y	Y	Y	Y		
Adjunct Senator-at-Large	Carolyn Ward						
Adjunct Senator-at-Large	Ekta Kandhway						
<i>*Adjunct Alternate Senator</i>	<i>Vacant</i>						
Classified Senate Liaison	Sarah Schmidt						
CC Student Government	Nolan Krueger	Y					
CC Student Government	Alilah Mora De Jesus	Y					
RED indicates reported absence	PURPLE indicates reported tardy/leave early	27	19	19	22	0	0
Total Yes Votes			0	0	0	0	0
Total No Votes			0	0	0	0	0
Total Abstentions							
- = Not available during meeting to vote							
37 members total - up to 27 voting at any given time. The President is a non-voting member, but counts as quorum. Curriculum Chair now votes per 8.25.20 meeting.							
President ONLY votes to break a tie.							
A quorum shall consist of two-thirds of the voting members of the Academic Senate (include the President-but only votes to break a tie)							
18 members are needed for QUORUM							
34 Present at this meeting = 27 members, 7 visitors							
10.7.25 Academic Senate Meeting							

[illegible]