

Educational Restructuring Plan

California Community College System

Information about our current community college system

Overview of the system:

Facts about our system:

- ❖ During the 2009 - 2010 year the system would have naturally grown by at least 5.5%, however, budget cuts had shrunk the system by 4.8%.
- ❖ Since the fall of 2009, course sections have continued decreasing while demand for higher education has risen.

Economic benefits of higher education:

- ❖ If just 2% more of the population in California earned an Associates degree, while half of those went on to earn a Bachelors Degree, our states economy would grow by \$20 Billion dollars, and 174,000 jobs would be created.
- ❖ The California Community college system is the largest provider of workforce training in the world.
- ❖ The economic return on investment in California's higher education system is for every \$1 we spend on higher education; the state receives \$3 in return.

Workforce skills Gap:

- ❖ The demand for higher education in the state of California is expected to grow by 387,000 students by 2019. To accommodate this increase, the state must either reform their current system, or allocate an increase of \$1.5 Billion to Colleges.
- ❖ If we were to continue our trend of current budget practices, the Public Policy Institute of California estimates by 2025, California will face a shortage of one million college degrees and certificate holders needed to fuel California's workforce.
- ❖ Nearly 55% of CSU and 30% of UC bachelor degree recipients started at a California Community College.

Why is it wise to invest in our community colleges?

- ❖ 70% of California's Higher education students are enrolled in a Community College.
- ❖ 25% of Community College students nationwide are enrolled in the California community college system.
- ❖ 70% of nurses in California are educated in the Community Colleges.
- ❖ 80% of firefighters and Law enforcement officers are credentialed at Community Colleges.
- ❖ 48% of UC bachelor degree recipients in Science, Technology, engineering and mathematics are community college transfer students.
- ❖ 75% of California's GI Bill veterans attended community colleges.

History of the system:

In 1907, the California legislature, seeing a benefit to society in education, authorized the states high schools to offer what was termed "postgraduate courses of study." The junior college act was passed in 1917 (thanks to the efforts of those such as

Professor Alexis F. Lange – Dean of the School of education at the University of California, Berkeley.)

In 1967, the Department of Education for the state of California determined that their department was not doing an adequate job in leading the community colleges, so legislation was passed to create a new system with a Chancellor's office and board of Governors. The current degree of local control is shown by 52 of 72 districts (72%) governing only a single college. The average multi-college district operates three California Community Colleges.

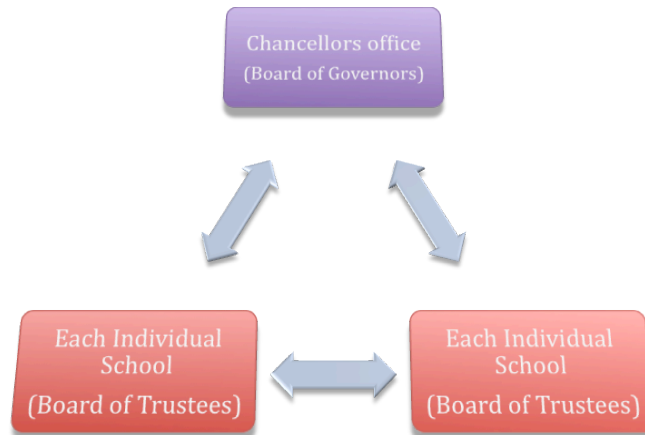
The current system was created by legislation, mentioned above, in 1967. The largest system of higher education in the United States has a 17-member board that is appointed by the governor of the state, and is directed by section 71000 of the California Education Code to primarily govern the system, and to allow local authority and control be given to the community college districts in the maximum degree permissible.

Faculty and Staff:

In Fall 2006: the average salary for tenured and tenure tracked faculty was \$78,498, educational administrators were \$116,855, classified administrators made on average \$87,886, while classified professionals made \$62,161, and classified support staff earned \$43,773. These figures are salary based, and due not include the cost of benefits retirement expenditures.

Vision of the future California's community college system

Overview of the state to college educational structure:



The Board of Governors:

The Board of Governors (BOG) would be the governing power of the "California State Community College System". The BOG would be a seven-member board consisting of six publicly elected officials (voted to 6 year terms with elections of two members every other year during statewide elections) and a seventh member appointed by the Governor. This seventh member would serve as Chancellor, and need to be approved by the California Legislature. The salaries for these six elected members would not exceed \$200,000 per position, while the Chancellor of the system's salary would not exceed \$250,000. The Chancellor is also part of the Governor's executive cabinet. The board would be responsible for creating and implementing system-wide policies to the one hundred and twelve community colleges within the system, while the Chancellor (seventh member) is the Chief-Executive-Officer for the State Chancellors office.

The state Legislature would no longer have the role of creating and voting on Community College bills, as all legislation regarding the system would be done by the

seven-member board of Governors. The State Legislature would vote on an initial budget (once the reform of the system is complete), and once that budget is passed, the legislature must provide funding for that amount (it's a fixed number on the governors budget – non-negotiable.) The presented budget would include a breakdown for the cost of each campus, and the states chancellor's office. All local and state funding is allocated to each school, in addition to the chancellor's office. Community Colleges are responsible for their satellite campuses. In addition, the Board of Governors may request to the Governors budget an increase in state funding (when approved, the floor of the budget is reset and funding cannot dip below that figure.) The Chancellors office is required to submit a breakdown of the entire systems budget (112 schools and chancellors office) bi-annually (in addition to yearly CAFR's). This ensures a long lasting fixed funding amount to the educational system, and that all "Community College Legislation" is handled outside of Sacramento and within the system.

The California Community College's Chancellors office:

The "California Community College's Chancellors office" would build a state-of-the-art headquarters outside of Sacramento (to show that education is not to be run by politicians, but rather by an elected board of governors.) The office would primarily include fulltime classified and administrator positions. There will also be faculty members assigned to publication staff for the development of textbooks. The Chancellors office will be divided into departments, each with a director that reports to the State Chancellor. The purpose of the reformed system is a more state centralized approach, providing more resources to campuses, and ensuring the largest national higher education system would,

in addition, be the most efficient system in the world. The following are suggested departments:

1. **The Department of Academic Services:**

- a. **Division of Development:** The mission of this division is to create course outlines and material to be used as suggested resources to professors, develop required course textbooks and syllabus outlines, hold subject conferences for professors, and conduct research on methods to better assist teachers. This division carries out Professor conferences at both the Nor-Cal and So-Cal educational conference centers to develop course material and syllabuses for instructors to use as templates for their classes, in addition to textbook creation. The conferences would work closely with the division of Articulation to ensure all courses are created to articulate what Universities are looking for in a specific course. All subjects taught by professors at a community college must follow the statewide syllabus that this division establishes at the conferences (which clearly shows the material needing to be covered by the professor.) These syllabuses are changed every other year through extensive research and feedback from professors. Innovation is key! The textbook created by the state must be used with the class (however English classes have suggested books, and colleges may petition with the state to use a different book.) These textbooks would be world-class written and researched by the finest writers, editors, and designers. Ongoing Professor and student research is conducted to strengthen and innovate the classes to ensure that each student has the necessary resources to succeed.

b. **Division of Articulation and Counseling:** This articulation division has the obligation to have every school (public and private) in the state and nation (with some campuses around the world) having agreements for transfer opportunities. This would be simpler with one system providing articulation to these schools, instead of the current system where 112 schools have to provide agreements with each school. This would provide a simpler and easier way to transfer to a larger variety of schools. In addition, the mission of this division is to train system-wide counselors with resources on how to better assist students with their needs, coordinate with the division of development to create courses that equal what Universities are looking for, create and manage a website (currently www.asssit.org) that provides a easier to use interface, and provides more resources to students that are web based. In addition, as this is a statewide division, there are more resources available. With this said, the division would create articulation agreements with every public and private school in the nation, to provide a student in the system with easy to comprehend articulation agreements to gear that student with the necessary path to apply to a University. In addition, for a major such as “Business Administration” there are three University of California’s that offer this major. What the division would due is work with these three universities to articulate the same class requirements for all three programs, so a student does not need to take two different computer science classes to apply to both schools (for instance if Riverside requires CAS 8 but Irvine only allows CAS 50) the new agreement would compromise

and only require one (or have a “either” tab.) This will allow students to not have to take additional classes to satisfy the requirements of different schools, but rather have one set of requirements to satisfy a multitude of schools in the same field.

- c. **Division of Registration and Records:** This division's mission is to develop and maintain a system-wide registration platform that allows students to register in more than one school. Each student would have a “System-wide” transcript, allowing that student to register in online classes with any community college that offers such a class, and register in another college that offers a class that may be full at their primary college. If a student transfers into a community college, then all “college” and “High School” transcripts will go to this division, which will articulate and transcribe that transcript into their California Community College system-wide transcript. When transferring, only college-level courses taken within the system will be shown (and the student would be required to send required transcripts from previous institutions to the school.) The reason the division articulates and transcribes the previous transcripts is to satisfy pre-requirements for classes within the system. The Division will also create system-wide forms, which will be filled out mainly online, and be submitted to that student's primary school for filing. All forms are to be completed and submitted online, and these forms go to the school and will be part of that student's file. Signatures required will be done either online, or can be done at the offices on campus, or a computer center at the campus. In addition, all forms and documents

(for admissions and records, financial aid etc.) in the system would be state issued (and not school created).

- d. **Division of High-School Transition to College:** This division works with each community college “High-School to college coordinator” to establish programs that transition high school students to college. These programs would include at school orientations by college staff, online resources, and statewide programs to allow a foundation for a new out of high school student succeed at a community college. This division creates marketing tools, programs, and other assets to inform students of how to due well in college.
- e. **Division of Online education:** This division’s mission is to create a database that illustrates every offered online class to every student in the community college system. If a student needs a math class, and it is not offered, then that student has the ability to look online to find an open math class offered at one of the other community colleges in the state. The division works closely with the division of development to create e-textbooks, class syllabuses, and frankly the course. The division works with each college online learning committee to strengthen this statewide online educational approach.

2. **The Department of Facility Credential Sustainability:**

- a. **Division of Community College teaching credentials:** This new community college system would require every professor (tenured or not) to be credentialed by the state. This teaching credential (in addition to ones graduate degree) would be a semester long program (17 weeks) that would

provide education on how to teach, how to use statewide teaching resources, what to do at conferences, research that they can do, as well as the fundamental ways to impact a student's life. This is a crucial department to ensure our professors are the most trained, and competitive instructors in the world. This teaching credential course would occur at community college campuses, and be taught by California community college chancellor's office professional staff.

- b. **Division of community college credential sustainability:** This division works to re-certify Community college professors every seven years. This would replace the Sabbatical concept, as instead of the sabbatical, the professor would be paid to go through a short 4-week re-certified course, go through teacher workshops for 3-weeks, and for the last 10-weeks, work in their field with the chancellor's office on innovative ways to innovate class material, work with the authors of textbooks, and really be enriched by learning more of their subject with some of the best minds in the industry, and make a difference. Think of this as a 10-week internship with the authors of textbooks. These professors also work with the division of Academic seminars to put on these seminars in their field of study.
- c. **Division of Academic seminars (works closely with the division of development):** This Division is responsible for establishing 4-day to 7-day conferences (either during the school year or off-season). These conferences occur in either the nor-cal or so-cal center, and occur every other year. The purpose is to allow professor to provide their innovative ideas to make the

course material better for students, work with authors to better enhance their books, as well as communicating and networking with others around the state who teach all in the same subject. These seminars also allow the state to inform professors on changes, and ask their opinion for transparency. At the end of these conferences, the team responsible for the creation of that subject's textbook and course material then uses the recommendations to enhance the syllabus, PowerPoint's, textbooks, and all other material designed to provide as many resources to students and faculty as they can.

3. **The Department of Production:**

- a. **Division of Textbooks and Publications:** This division works with the actual team who works with the division of development to create the textbook and course material. Each subject's team includes writers, editors, designers, researchers, etc.
- b. **Division of sales and marketing:** This division works with the state's bookstores to create pricing for the books, establish appropriate orders, communicates with Universities around the world to market their textbook, and provides the book in e-format to students who prefer that. They also work to ensure every student has a textbook for their course by selling their textbook with the course fee. This fee can be either for a used book (if available) or a new book, but no matter the student will be purchasing a book with their course cost. The cost of the course includes all required expenditures (material, textbook, online resources and programs, tickets for

field trips etc.) This raises state revenue. Also, this division would own all 112 community college bookstores. This will minimize administration costs, third party management costs, and ensure the lowest possible cost for the textbooks. The goal of the bookstore revenue (and the textbook sales) is to cover the full cost of this department (and all seminaries, but research will show if this is feasible).

4. **The Department of Student Services**

- a. **Division of Special Programs:** This division's works with the special needs faculty's across the system, and develop programs to assist and support those in need.
- b. **Division of statewide and college-side programs:** This division would include all statewide programs such as CalWorks, Aspire, etc. The mission is to provide system wide forms, program information, and support to each colleges program
- c. **Division of Careers:** The division provides information to 112 school career centers (a new concept and service of community colleges) on resources, pamphlets, etc to pass on to students for them to succeed. The division also works to update their webpage on the website to provide resources to students online (in regards to local internships, jobs, etc.)
- d. **Division of Website development:** This is a crucial part of the statewide system. The development team will compose the best and brightest talent available. The goal is a simple innovate interface to provide everything a student needs online. All college websites will have the ability to work with

this division on assistance on their website (however to keep local control, all websites are done by that specific school.) The division will be responsible for having all forms online, registration system intact, articulation agreements online, and all resources available for a student to succeed. The website, for example, might be names: www.communitycollege.edu. On the left of the page would have an articulation agreement search page with directions, on the right would be a list of all 112 community college direct links to websites, and on the top would be links to departments and resources for the general public. At the top right would be a sign in page for students and staff. This would direct the site to a student's main page (which would be where every student can log in to see his or her grades, assignments etc. No more blackboard, connect, classweb, but all is here.) The site would have registration to classes, homework, and grades, literally everything. Their college's site would have resources for their school. So every student and staff would need to use www.communitycollege.edu and their schools website, to access every online resource available to them. The website would update this site regularly, and continue to innovate. The state will also have a completely separate webpage for faculty (on the www.communitycollege.edu. The Faculty site is to have resources on how to teach classes, tests, and locations for the school to enter their class schedule, final grades etc. Sites such as Connect, Blackboard, would be integrated into this faculty site.

- e. **Division of Financial Aid:** This division works with the schools financial aid department, in addition to working with the feds on grants. This division also works with the state on cal grants.
 - f. **Library Division:** Provides a statewide database for book transfers, purchasing etc.
5. **The Department of Human Resources:** The department is also responsible for pensions (which would be handled with CalPERS and CalSTERS)
- a. **Division of Emergency Preparedness and Workplace safety:** This division works closely with the 112 community college campuses to ensure that all safety measures are followed. The department works with the legal team to handle workplace incidents.
 - b. **Division of Payroll:** Works with employees on direct deposit, sending out tax forms, and sending pay stubs by an email database. Everything out of this division is handled online.
 - c. **Division of hiring:** This division works with each community college to hire the best and brightest employees for there schools needs. The division establishes salary and pay range rates, in addition to publishing new positions open state wide, and paperwork on termination.
 - d. **Division of Employee Benefits and Worker's Compensation:** Works to establish statewide benefits to employees. The state will work with health providers in providing excellent benefits to employees.

- e. **Division of Employment Diversity and Employee Relations:** The division ensures equality and the most superior working environment for employees in the state. The division works on employee grievances.
 - f. **Division of Incentives:** The division works with the state to establish professor and employee standards to ensure the most superior performance from staff. The division works with each school in providing guidelines for the program (Information provided about this program later on)
6. **The Department of Legal Affairs:** the 112 community college schools will not be independent legal entities, so all legal affairs are handled through the states legal team. This limits legal fees made by the school. All legal inquires are made to the state legal affairs team, which will have a direct number.
7. **The Department of Information and Technology Services**
- a. **Division of software:** Creates innovate software for statewide distribution, and ensures the system does not crash, but creates firewalls etc.
 - b. **Division of hardware:** Works with colleges on purchasing the same type of computers (or works to select devices to fit their school best). The department supports the schools tech team.
 - c. **Division of communication and support services:** Provides service assistance to campus IT teams across the state. The division is dedicated to ensuring that all software and hardware changes are communicated to the campuses, and that any problems are resolved in a timely mater.

8. **The Department of Innovation and Research**

- a. **Division of Innovation:** The Chancellors office has the duty to improve and create ways of making the paperwork easier and stress-free for schools and students in the system. Electronic based infrastructure for doing business is the foundation of the system. This division works with other divisions and departments on “Questioning the Status Quo” on an array of issues.
- b. **Division of Statistics:** This division compiles Stats for the media and research to compare colleges.

9. **The Department of Design and Infrastructure**

- a. **Division of Architectural design:** The mission of this division is to architecturally design new buildings or renovate existing buildings on community college campus and satellite sites. The design team works with the local community college to design the cutting edge new buildings of tomorrow.
- b. **Division of Infrastructure:** This division is responsible for working with each community college in the state to determine statistics on capital, and depreciation costs, in addition to ensuring all facilities are safely maintained, and following state standards. The division also works with colleges to assess which new buildings need to be added to the campus to ensure the colleges are providing the most superior educational facilities to their students. The division works to secure funding for projects (either for renovation, or new buildings) in addition to determining the best contractors who provide excellence in constructing, and hold a competitive bid. The

division works closely with the architectural design team to investigate other national campuses to discover design techniques, and innovate the way the state designs facilities of the future.

10. **The Department of Public Affairs**

- a. **Division of Media Relations:** The department communicates to the media on new initiatives of the chancellor's office, and is the front line for questions and answers.
- b. **Division of community college relations:** The department also answers questions from the 112 community college president's offices, and determines which department to transfer calls to. The division also works closely with the one hundred and twelve community college president's offices in coordinating the implementation of education and administration policies and procedures directed from the chancellor's office.
- c. **Division of communication:** The department is also responsible for answering and directing public questions and comments. The division has a switch board (meaning all calls to the office goes through a representative of this division)

11. **The Department of Workforce and Economic Development:**

- a. The department is devoted with communicating with employers in the state on what they would like graduates to poses in a degree. The department reports economic job figures, and works with the division of careers on new fields, and number of projected openings in specific fields.

12. The Department of Business Services and Financial reports

- a. **Division of Business Services:** The division submits a bi-annual budget for approval to the Board of Governors. This budget includes the budget for the state Chancellors office, and a budget from each of the 112 community college campuses. Each community college will be required to create a budget for a bi-annual bases (and must be approved by a certain date by the colleges board of trustees.) If the board of Trustees does not approve their budget, the school will have sanctions down upon them by the state. The division also works with each schools business office to ensure that there is no wasteful spending.
- b. **Division of accountable:** This division is responsible for the state chancellors office spending and financial reporting.
- c. **Division of Auditing:** This division audits a annual “Comprehensive Annual Financial Report” from each of the 112 community colleges. An unaudited version of the Chancellors office is required, however an outside auditing firm will do the CAFR report for the state chancellors office. The outside auditing firm CAFR, and the divisions 112 CAFR will submit the 113 CAFR is a report to the Board of Governors once every academic year.

Roll of Community Colleges:

Roll of each individual school:

Each of the one hundred and twelve schools is to be run independent of one another. However, they are to work interdependent when it comes to articulation, class descriptions, policies, transcripts, registration, and other statewide programs. The system

is designed to provide students the ability to register online and choose a main campus for them to attend (and work with counseling, access services etc.) however that student has the ability to attend any of the one hundred and twelve community colleges. They would have one transcript from the system, one state registration school number with one state issued student card. In addition, the 112 schools represent higher education (2-year program and workforce education) to replace all “adult schools”. Each individual school has the right to have Satellite campuses (which may encompass these adult schools, however these adult schools would be chartered under the accredited schools umbrella).

Locally elected governing power of each school:

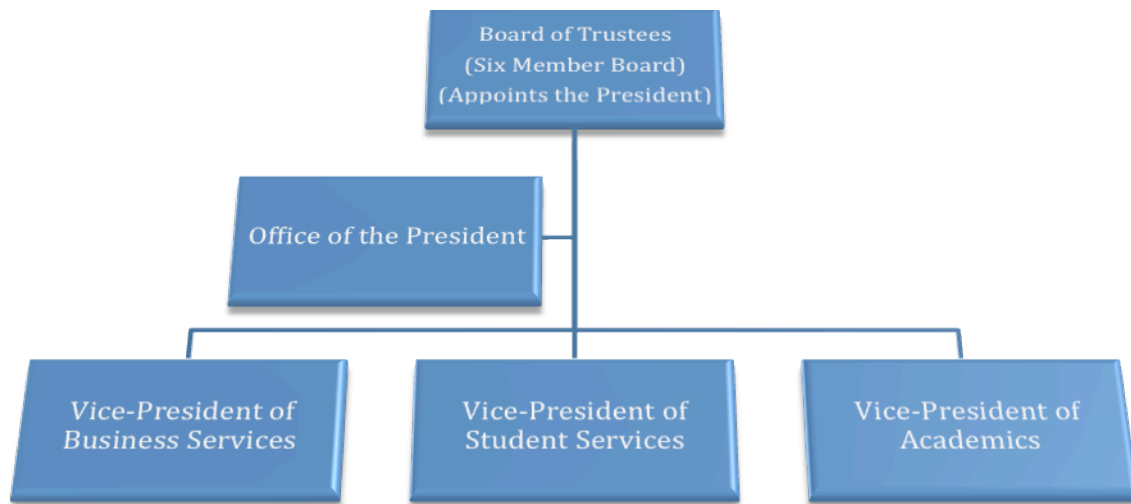
The chief administrator of a school is the president. Each school will have a Board of Trustees (where the president would be the chair). The positions of the six-member board are elected locally and are volunteer positions with no salary; the board of Trustees appoints the president of each college. Each member would be elected to six-year terms (two elected per two-year election) The primary responsibility of the Board is to address concerns with facility, present a budget for consideration to the state of California, and also address concerns of citizens. The president is not to vote on issues unless it is to break a tie. They will meet the second and fourth Tuesday of each month. (While the Governor appoints the Chancellor, the school board appoints the President). The president of the school would be a three-year term (however at any time, the board may decide to remove that individual from their position).

Funding:

The fixed cost for running a college is material, lighting, administration staff (core), specialty programs, counseling, security, etc. This is a cost that can be determined

statewide by school. The variable cost is the amount of faculty that each school could have. (Counselors, administrators, etc. positions will have job security, however this does not mean they could not lose their job for not performing.) Deans, presidents and the core of the administration staff are all in this element. Once we figure out the fixed cost of the entire system, we can then determine how many faculty (and classes) we can offer. The budgets from each school are then approved by the board of Trustees by a specific date and given to the state, which will then allocate them with that amount (if approved). No longer would schools be funded on the amount of full time students they have, but rather what the individual school needs to provide the best possible program for their students.

Administration structure of each school:



Office of the President:

The office of the President includes two secretaries who coordinate the operations of the President, Board Members. One is assigned to the President and one is assigned to the Board Members. The role of the President is to be the chief administrator of the campus, implement state regulations, be a public figure of the campus to the community,

and have meetings with his or her cabinet (the three vice-presidents) to ensure the campus is functioning and providing the best education and services to students. The office communicates directly with the State Chancellors office, works for the Board of Trustees by representing the schools administration and academic services, in addition to providing media relations. The office also has a Grant coordinator and an office of accreditation (a statistics officer provides stats on the campus.) The Accreditation officer works closely with the Division of Statistics (in the State Chancellors office.) The office also has a college association (for endowments and class graduates) that is coordinated out of the office. A Faculty retirement association is also coordinated out of this office.

Vice-Presidents:

Each of the three Vice-Presidents reports directly to the president of the college. They are responsible for divisions on campus.

1. **Vice-President of Business Services:** The position is responsible for the allocation and financial development of the annual budget proposal to the Chancellors office as well as overseeing the divisions, in addition to answering any legal affairs issues. The Vice-President has a secretary.

- a. **Division of Human Resources:** This division is separated into sub divisions (however the division head is responsible for Employee Benefits and Worker Compensation and Employment Diversity and Employee Relations. All employee benefits are handled through the state chancellors office):
 - i. **Sub-Division of Emergency Preparedness and workplace safety:** This division works closely with the Chancellors office to ensure that all

safety measures are followed. The department works with the legal team to handle workplace incidents.

- ii. **Sub-Division of Payroll and Incentives:** Works with employees on direct deposit, sending out tax forms, and sending pay stubs by an email database. Works closely with the division of Payroll at the State Chancellors office. The division works with the state to establish professor and employee standards to ensure the most superior performance from staff. The Deans of each division works with the Vice-President of Academics to follow state incentive guidelines to ensure that every employee has the support to earn the incentive.
- iii. **Sub-Division of hiring:** This division works to hire the best and brightest employees for the college. The division establishes salary and pay range rates (with the state), in addition to sharing new positions open at their college to the state.

- d. **Division of Design and Infrastructure:** The division is responsible for purchasing, and works with the state department of design and infrastructure (and grant office) to architecturally design new buildings or renovate existing buildings on the campus. The states design team works with the local college to design the cutting edge new buildings of tomorrow. The division is also responsible for working with the states division of infrastructure to determine statistics on capital, and depreciation costs, in addition to ensuring all facilities are safely maintained, and following state standards.

- b. **Division of Accountability:** This division is responsible for the colleges spending and financial reporting. In addition, a yearly audited “Comprehensive Annual Financial Report” is required to be created by the school, and audited by the state division of Auditing. The division also works with the Vice-President on a bi-annual budget to be submitted to the board of Trustees and state.
 - c. **Division of Communication:** The division has a switch board (meaning all calls to the office goes through a representative of this division), and is responsible for the mail room and package deliveries. This division is also responsible for having a copy center on campus for staff access (which finishes orders for instructors and faculty members in a timely and stress free manor.)
 - d. **Division of Information Technology (IT):** Works with the state department of Technology and Information services to provide software and hardware needs to the campuses computer system. Provides assistance to the professors, staff and students on computer assistance and troubleshooting.
2. **Vice-President of Student Services:** a position responsible for the wellbeing of the student’s records relating to the college. The position will work closely with admissions, counseling, and other special program and division heads to make sure the college is providing the utmost service to their students. The position will report to the president on problems and admission issues regarding the campus. They also oversee security, maintenance, health services, and all other areas of the school that are not under the responsibility of the other two Vice-Presidents. The

Vice-President works with the division heads to provide an excellent student service experience. The office works with the state in implementing statewide programs such as CalWorks, Aspire etc.

- a. **Division of Admissions and Records:** The admission and records office is in charge of keeping records, working with forms, transcripts, and grades with instructors. The office is required to make life as simple as possible for the typical student and faculty member. Transcripts and all paperwork from outside colleges or within our system is to be looked at and recorded within three business days, and common paperwork, for instance questions on grades and what else, is to be handled as quick as possible, unless completed on the day of. At the end of the semester, faculty members will be able to meet with an admissions staff privately to ask questions (if needed), and make sure their grades were recorded correctly.
- b. **Division of Counseling:** The duty of the counseling department is to follow the path of a student through their time in the system, making sure they understand what classes are required, and how to find resources for them online. Each student will be assigned to meet with a counselor, whereby that counselor will stay in contact with him or her through his or her time there. Counselors are also important in working with admissions to make sure all the paperwork is in order. The department is to be extended, however, many positions are to be hourly (with total compensation no grader then \$50,000). Each Faculty member will be highly suggested to be a counselor for at least a year, before they enter the time in the classroom. This time will allow them

to understand how the system is operated. The salaries for counselors will not exceed \$75,000 per year in compensation (before benefits).

- c. **Division of Campus Safety:** The school will be responsible for providing a safe and reliable environment for their students. This is such by providing security through school wide cameras, call boxes, and as well 24-hour patrolling guards. They are to receive new hybrid and environmentally friendly vehicles for their patrols. The vehicles are to be identical within all of the 112 colleges in our system. The division head is to be a retired police officer devoted to public safety (instead of a current officer, who would cost the district hundreds of thousands.)
- d. **Division of Health Services:** The division provides a healthcare facility at their campus (with a required student fee which covers all fees associated to the service)
- e. **Office of Student Life:** Provides support to the associate students of the school, and other student services (scholarships etc. to students).
- f. **Division of Financial Aid:** Financial Aid (Pell grants) and (State fee waivers) are provided to students as they are today. The applications are to be turned into their school, the school processes them in the main computer, and the State of California will run this program, not each individual school. The debit cards, they have the option of using to access their funds, are state provided, and the funds will go through the state office not each individual school. The School is only there to answer questions, collect paperwork, and enter data into the system. The student will do all other functions online.

- g. **Division of Website:** Each School is to have their own website with an administrator position (hourly). They are to update, add, and monitor the key site that students will go to – to get questions answered. Each school is given a template by the state, however it is up to the school to decide how to design their site. The state designers job is also to assist their colleges in designing a site.
- h. **Division of Maintenance and Operations:** The division provides janitorial services, ground up-to-keep, electrical, painting etc for the campuses buildings, lawns, wildlife, and property are to be kept clean and maintained to the highest standard to preserve the campus for generations to come.
- i. **Library Division:** This is another service provided to students. The library system would be part of the 112 community college statewide system which will allow colleges to trade books, and be able to build an online library database for students to benefit from. Each library is to provide staff with the needs to assist students in school projects, as well as how to find material online etc.
- j. **Division of Workforce and Economic Development:** The division works with the state department of Workforce and Economic Development to providing information to students in the new career center on campus. The center provides students with the ability to be informed of what jobs are available in a field of their choice. It helps students pick a path for them to pursue.

- k. **Division of special programs:** The division is responsible for the disability center on campus in providing an excellent learning experience to special need students.
 - l. **Division of High-School Transition to College:** This division establishes a “High-School to college coordinator” to establish programs that transition high school students to college. These programs would include at school orientations by college staff, online resources, and statewide programs to allow a foundation for a new out of high school student succeed at a community college.
3. **Vice-President of Academics:** a position responsible for the coordination with the Deans of the college. This position works to make sure that the deans have all the resources available to make learning a top priority for the school. They go to conferences to learn on changes, and work on implementing those with the deans of their respected programs. The Vice-President will have an executive assistant and is responsible for the implementation of academic policies and procedures to each of the college’s deans and their administrative assistants. Each of the division deans is responsible for a lot. Each division will work with the Vice-President to coordinate and work with the state on the final:
- a. **Department Dean:** They are responsible for the implementation of high teaching standards, providing resources to teachers and students to be successful, approve teacher class structures per semester, provide an avenue for students to voice their concerns over faculty, and coordinate class schedules with faculty. They are responsible for their department of the

college, and work with the vice-president of Student Services with reports on how their department is doing. Each Dean will have a secretary (Hourly and requires an Associate Degree) however the compensation of pay may not exceed \$50,000 per year. Each Dean will make up to \$134,000 per year. Total compensation for Deans and Secretaries: \$1,104,000 (Not including benefits)

- b. **Faculty:** (reference under Professor units and incentives) Each full time faculty member is required to work two semesters. Each semester will require a total of 18 units to be taught by a professor (36 units per year). If 54 hours of instruction were required for a 3-unit class, then 18 units would require 648 hours of classroom instruction per year (with office hours, grading time, etc to equal a full time academic year). The salaries would be determined by the years in service, experience that the member has observed of teaching, and the amount of education that he or she has taken (however every position must have reached their Masters degree at least). No Professor without a PhD. is to earn over \$115,000 per year. Every other year, a summer semester will be required of their two-year contact, which will eliminate the summer overtime in the budget. Those with a PhD. cannot earn more then \$140,000 per year.
- c. The deans also ensure that each professor is credentialed: They work closely with the division of community college credential sustainability. Each professor must re-certify as a community college professor every seven years. This would replace the Sabbatical concept, as instead of the sabbatical,

the professor would be paid to go through a short 4-week re-certified course, go through teacher workshops for 3-weeks, and for the last 10-weeks, work in their field with the chancellors office on innovate ways to innovate class material, work with the authors of textbooks, and really be enriched by learning more of their subject with some of the best minds in the industry, and make a difference. Think of this as a 10-week internship with the authors of textbooks. These professors also work with the division of Academic seminaries to put on these seminaries in their field of study.

Tenure:

A controversial subject, tenure, would not be around in our new system. Tenure is good to protect teachers who have taught for years, but takes away from their incentive to go “over and behind the call of teaching” in the class room. A teacher will have a review each year (and ongoing throughout the year) with the dean to make sure they are up to par in providing the best teaching and learning experience to their students. Once the academic year has ended, they will determine if they have met all the required elements to earn their bonus. The bonus is a major sign on the performance of that teacher. If a teacher has been working for 25 years, and their heart has left, and is not providing the utmost performance through their class, then they may not be re-hired. If this is to happen, they could apply to a different institute, or if they choose, retire with the amount of benefits and compensation that they have earned while teaching. This will ensure that weather a teacher has been teaching for either 5 or 25 years, the teaching expectation shall be the same (the only difference is that teachers with lets say 25 years of service have the additional knowledge and experience that those who have only been teaching for 5 years

may not have. That's why those with more experience get paid a higher rate.) With this in mind, professors can still speak their mind to administrators without the ability of being fired. A professor who continually underperforms (for repeated years) has a chance of not being re-hired. There are no longer "two-year contracts" but rather an "Employment contract" which says that you are hired until the campus determines you have underperformed and do not fit the standard of a professor at that school. For these cases, the dean must verbalize this to the instructor through two semester reviews, and if no progress had been made, the dean asks the professor to write out why he or she thinks termination is not worthy. The dean will then present his or her research on why termination is appropriate to the Vice-President. The Vice-President will then review the case, and if they want to pursue this, the President of the college must see the case. Once the Dean, Vice-President, and President have authorized the case, the professor must have an interview in front of the Dean, Vice-President and President on the case. To terminate an employee, the board of Trustees must approve it. The employee may appeal to the state of California, or approach the union. The state must respond back within 30 days with an interview and verdict. In all cases, the union must be involved.

Professor Units and Incentives:

Professors currently teach 15 units per semester for two semesters that equal 30 units (for a semester college). With reform, every college would be required to switch to the semester system, and would require professors to teach 18 units for two semesters each year (with a 9-unit summer.) These summer classes would be required to be taught by instructors every other year (the year that they are required to work summer is the year they would receive the opportunity for a cash bonus, and the year that summer for them is

off, is the time they would receive a vacation bonus. Bonuses would be required to be fit into the budget for each professor – meaning that if currently a professor is making \$75,000 before benefits, the new system would continue to pay them \$75,000, however offer a \$5000 bonus in the form of a vacation or cash for the summer they teach, and a vacation for the summer they have off. Bonuses are only available to full time tenured faculty. The dean of the discipline would monitor their progress throughout the year, and provide evaluations, conferences, and suggestions to help them succeed. Each professor is encouraged to provide their passion within the subject, and if they qualify for a bonus, they will be labeled in the catalog as “Exceptional professor” The curriculum for what would be required for the professor to receive the bonus would be determined by the state, and approved by the Board of Trustees (which would have the right to add school related objectives, or modify the requirements to fit their college best.) Once approved, the program will be administrated through the schools Vice-President of Academic Services.

Online classes and accessing grades:

The state of California will develop a type of blackboard, which will require each class to be a part of. The schools are to have the syllabus, course material, and all other pass outs (without the ones requiring writing in them) online (to save printing costs, and have a lessened impact of our natural resources). The grades for tests are to be posted on the site, with an up-to-date grade calculation, and what you need to do to earn the grade that your prefer. All material is to be available for a student to succeed. Extra credit opportunities are to be part of classes, and these projects or specific assignments are to be online. All of the class material will be required one-week before the first day of class, and students will be able to access the material at that time to get ahead, if they choose to. Final

grades will be required to be posted no later than one week after the last day of finals week. There will be no additional time provided to instructors, as this requires the stress of students to escalate while they are waiting to see what they ended up with.

Specialty programs:

It is impossible to provide specialty programs (like Firefighting, Nursing, forestry etc) to each and every campus. Having a statewide program will allow students to easily apply to be part of programs through other campuses, and introduce them to new avenues of learning. International studying abroad will also be a statewide program implemented at certain community colleges in the state. These departments at select campuses will allow students to easily find a community college to study abroad. This will save money and lower the stress of finding a college that offers this program to the country they prefer.

Community College Union:

Each school has the option of creating an independent college association, which is meant to protect employees. The state will also have an independent statewide Community College System union, meant to support the up to 112 chapters of the community college union. Dues and such will be handled through each of the charters and the statewide union would have union fixed dues.

How do we do this reform?

Each students and staff member across our system has their own way of looking at how to reform a system. What would need to occur to make a new system the most friendly and best system in the world, would be the creation of an office that would have the duty of gathering information, conducting interviews, gathering research and points of view of our presidents of our colleges, provide presentations to each school, and then at this

point, present a well prepared plan to the state legislature with a signed support of each president of the community college endorsing the plan. This office would require a grant from either the public or private sector for salaries, travel, and general office expensive. Included in a plan would be how much funds would be saved with a reform of our system, how many positions would be viable in the new system, and the benefits received by our students, staff, and economic well being in our short and long term futures. The bottom line is we need to investigate if our system works or doesn't, and at that point determine what would be required, if anything, to revolutionize our system into a world-class system created for the 21st Century platform of learning. With over 670,000 students projected in Brown's 2011-2012 budgets not being served to a higher education, we need to act in creating a more efficient system for the state of California.

Current Problems:

Since the 2008-2009 year, Budgets have been reduced state wide by \$809 million, while classes have been increased, services have been reduced, fees have gone up by nearly 77%, and the quality of education can arguably been weakened due to the stress caused on faculty with the worry of losing their job. The Community College system is one of the most efficient systems compared to other education sectors (K-12 costing \$7500 on average per student, \$20,000 per UC student, \$11,000 per CSU, and only \$5000 for a community college student.) While the system has looked at every corner of the system for cuts, it has not thought of reforming the entire system to save hundreds of millions of dollars.

Conclusion:

The California Community College is the largest system in the world, however currently each of the seventy-two districts operates differently with one another. By

having one system, we will begin to enter the interconnected world of education, whereby each school will work with one another to provide the best education to their students. The state will work with faculty to set guidelines and outlines for each class (yearly), as well as having one system for registration, transcripts, articulation, and providing a stress-free system to allow students to not focus on the current complicated bureaucracy of our system, but be more relaxed, easily understand class choices, and have a less costly system which is more efficient to those students interested in higher education.

■ Thank You

By Indy Nelson



University of California, Berkeley: Class of 2015

B.S. Business Administration

Chabot College: Class of 2013

Highest Honors

A.A. Liberal Arts,

A.A. International Studies,

A.A. Business Administration