

CTA Higher Education Policies

CTA believes persons under 18 years of age should not be allowed to participate in the California lottery through the use of electronic video games. *(CRE: April 1986)*

Higher Education

Academic Planning: Higher Education

CTA believes academic planning should be done locally. *(HE: February 1982)*

Academic Senate Role: CSU

CTA believes a close working relationship between the Senate and the faculty union is essential to ensure a coordinated faculty position on those matters affecting both parties. CTA recognizes the CSU Academic Senate is responsible for criteria and standards to be used for the appointment, promotion, evaluation, and tenure of academic employees; admission requirements for students; conditions for the award of certificates and degrees for students; curricula and research programs; and, criteria and standards to be used for programs designed to enhance and maintain professional competence including the awarding of academic leaves. *(HE: October 1995)*

Academic Senate Role: Community Colleges

CTA believes the bargaining unit and the Academic Senate should work closely together and complement each other to achieve educational goals. *(HE: May 1981, October 1983, June 1984)*

Admission Requirements

CTA believes college admission requirements should reflect the entire academic experience of a student and must be bias free. Where standardized test are incorporated as one of the criterion for admission, the test(s) used should be fair to all students regardless of economic, cultural, and/or linguistic differences and should be valid and appropriate representations of the standards students were expected to achieve prior to entering higher education. *(HE: February 2002)*

Agency Fees: CSU

CTA believes fair share fees within the California State University are a matter of equity with California's school districts, community colleges, and other state employees. Controlling guidelines should not jeopardize academic freedom or be punitive by requiring dismissal as a means of enforcement. *(HE: October 1995)*

Articulation: Community Colleges

CTA believes a smooth transition should be provided for students to and from the community colleges. These efforts are best realized through faculty to faculty interaction between and among faculty members of a discipline serving in the various segments (adult education, high school, state colleges and the university.) The development of course comparability and a numbering system to identify comparability is an important tool of articulation. Faculty interaction with representatives from business and industry is equally important. *(HE: May 1984)*

Bargaining Goals: CCA

The CTA Community College Association Council believes that local chapters should adopt the following collective bargaining goals:

1. Contract settlements should contain the following:
 - A. Salary provisions which:
 - 1) Provide a specific cost of living adjustment for each year of the agreement; or,
 - 2) Contract reopeners, only if the contract does not contain a no-strike clause or the no-strike clause is suspended during reopeners negotiations; or
 - 3) Provide for binding arbitration to resolve disputes in the event impasse occurs;
 - 4) Provide newly-hired teachers shall be given year-for-year credit for prior teaching experience when placed on the salary schedule including proportional credit for part-time experience;
 - 5) Negotiate salary schedules which provide for equity at all levels;
 - 6) Provide pro rata pay for regular contract instructors for hourly and summer school instruction;
 - 7) Provide pro rata pay for hourly certificated employees when represented by the bargaining unit;
 - 8) Provide contingency language dealing with new monies made available from the School Funding and Accountability Initiative.
 - B. Health and welfare provisions which:
 - 1) Provide fully district paid joint employees trust;

- 2) Provide at a minimum that the district pay for increased premium costs for the term of the contract, until a successor agreement is ratified by both parties;
 - 3) Provide fully district-paid health benefits for hourly certificated employees when represented by the bargaining unit;
 - 4) Provide district paid social security contributions on all non-STRS income.
- C. Grievance procedures which contain the faculty member's and the Association's right to grieve on all matters within the definition of a grievance and binding arbitration as a final step in the procedure.
- D. Fair share (agency fee) provision.
- E. Well documented, justified demands identified as solving specific problems which have a broad base of member support within the Chapter such as:
- 1) Class size and load reduction;
 - 2) Seniority rights in transfers and reassignments;
 - 3) Impact and implementation of layoffs;
 - 4) Censorship that infringes upon academic freedom;
 - 5) Due process/seniority rights for part-time faculty;
 - 6) Mandatory district paid retraining programs.
- F. Replacement and maintenance of full-time contract positions;
- G. Mandatory consideration of part-time faculty members' experience and qualifications when filling full-time vacancies;
- H. Contract settlements shall be completed prior to adoption of the District's Final Budget in accordance with Educational Employment Relations Act (G.C. 3540).
(*HE: June 1988*)

Budget Accounting: Community Colleges

CTA believes the following budget accounting concepts, procedures and guidelines shall be utilized by community college districts: campus-by-campus accounting in multi-campus districts; strict guidelines for the expenditure of funds; well-defined budgeting system; public reporting of expenses on a quarterly basis; and, strong penalties for misfeasance or malfeasance in financial accounting practices.

All budgets should be maintained according to national standards and subject to external audit on an annual basis. Faculty should participate in the budget development process.
(*HE: May 1987, May 1996*)

Budget Emphasis: Community Colleges

CTA believes budget documents required of a district by the community college Chancellor's Office should clearly delineate any emphasis which the district chooses to place through its allocation of funds. Programmatic needs and priorities must be clearly delineated. (*HE: January 1985, May 1996*)

Capital Outlay Funds for Public Higher Education

CTA believes legislation concerning the use of Capital Outlay Funds for Public Higher Education (COFPHE) should meet the following criteria: meets the capital outlay needs of higher education; meets capital outlay needs of K-12; and addresses other educational needs of K-Higher Education. *(FPE: June 1980)*

Categorically-Funded Faculty: Community Colleges

CTA believes that faculty employed under categorical programs has the same rights and benefits as other faculty. *(HE: January 2000)*

Child Care: Higher Education

CTA believes institutions of higher education should provide child care centers for students, faculty and staff. *(HE: February 1975, May 1996)*

Competency Standards: Community Colleges

CTA believes in the concept of state minimum standards in the qualification of community college faculty and will seek to raise qualification standards whenever it appears to be in the best overall interests of students, faculty, and the California community college system.

Any fully qualified faculty member performing professional responsibilities, regardless of title, should be considered to have demonstrated competence and to be qualified to perform those same or equivalent duties under any other title.

A master's degree or other academic course work in the appropriate academic field should be the minimum standard for teaching in an academic area. An Associate degree and license (or certification where appropriate) with sufficient, related work experience are the minimum standards for teaching in a vocational area.

When new minimum requirements are established, those who have met the earlier requirements should automatically be recognized as having met the new standards. A faculty member who meets the minimum qualifications for any Faculty Service Area (FSA) shall be awarded those FSA's for which the faculty member qualifies.

Individual districts should not be allowed to develop competency policies which supersede the authority of the state. CTA opposes the practice of using recency as criteria for determining competency or bumping rights and favors the use of seniority when equal or similar credentials exist. *(HE: April 1978, October 1978, February 1984, June 1984, October 1985, June 1986, March 1987, October 1987, May 1996, October 1996, January 2000)*

Concurrent Enrollment: Community Colleges

CTA believes that concurrent enrollment (enrollment in both high school and community college simultaneously) should only occur when the student is unable to take the course(s) at their local high school. CTA further believes that community college funding should not

be adversely affected by concurrent enrollment students. Concurrently enrolled high school students should not be given enrollment priority over community college students. (*PRO: April 2013*)

Contract Education: Community Colleges

CTA believes contract education should promote cohesiveness in the community college structure. Any classes taught as contract education should not duplicate or detract from the regular college program and should be of such quality as to reflect positively on the district's program. (*HE: March 1985; March 2000*)

Department Chairpersons: CSU

CTA believes that:

1. The department chairperson should be elected or recalled by the faculty members that s/he serves, according to duly established departmental procedures; and
2. The duly elected department chairperson should be removed by the administration only for the most serious and compelling reasons, clearly and specifically stated in writing. A duly elected department chairperson should not be rejected or removed from office for reasons that violate the person's academic freedom, including the right to voice opinions, speak freely on campus academic issues, or the right to participate in academic governance, professional associations or the faculty union.

(*HE: October 1995*)

Dismissal Standards: Higher Education

CTA believes dismissal should be based on stringent and clear standards that clearly indicate the inability of the individual being dismissed to perform his/her professional duties.

(*HE: June 1998*)

Distance Education: Higher Education

CTA believes the goal of technology in education is to enhance learning and through distance education to make instruction available to those who otherwise would not have access. All classes taught via distance education must be subject to the regular curriculum review procedures and standards on each campus. Faculty should receive equivalent workload credit for distance education classes with consideration for the additional workload required to function in this medium. Distance education should be used to support and enhance regular programs and not to reduce positions, hours, or compensation. (*HE: May 1996*)

Doctor of Arts Degree

CTA believes in the establishment of a Doctor of Arts degree, a rigorous graduate program which will relate directly to the needs of higher education faculty for balanced training in scholarship, research skills, and teaching competence. *(HE: October 1971)*

Facilities: Community Colleges

CTA believes the community college districts should have adequate facilities to enhance the college environment. To that end, CTA believes community college districts may use buildings on closed military bases that meet statewide uniform building code requirements. *(HE: July 1999)*

Faculty Diversity: Higher Education

CTA believes faculty diversity reflecting the multiracial and multicultural environment of California must be a CSU and community college priority. *(HE: October 1995, June 2000)*

Faculty Evaluation: Community Colleges

CTA believes all community college faculty (full and part-time) shall be evaluated in accordance with the collective bargaining contract. Where there is no bargaining unit, they shall be evaluated within the minimum legal standards of evaluation.

Final evaluation is the primary responsibility of the administration. The criteria shall be arrived at through collective bargaining between the faculty bargaining unit and the district. A uniform evaluation process shall be available for every faculty member.

For contract faculty an adequate probationary period is necessary and no dismissal action shall be initiated unless the faculty member has been informed of his/her deficiencies and has been given time and assistance for their correction.

The probationary period shall be used to evaluate the individual in accordance with the collectively bargained procedure. The district shall grant tenure unless deficiencies are proven and remain uncorrected. The faculty member shall have the right to appeal through binding arbitration any decision other than the granting of tenure. *(HE: October 1985, March 1987, March 1988, May 1996)*

Faculty Rights in Student Grievances: Higher Education

CTA believes the procedures for processing student grievances must include as a minimum the following protections for faculty members: the right to make professional judgments; the right of the accused to an open hearing; the right to legal counsel; the right to disclosure and discovery of evidence; the right to appeal to an appropriate level; the right to have all grievance records including student grievances deleted from personnel records if the grievance is not upheld; and the right to maintain separation from all grievances including

student grievances from processes covered under other district policies. (HE: November 1973)

Faculty Transfer Rights: CSU

CTA believes faculty should have a right to transfer between campuses within the California State University. Transfers shall be minimally at the same rank and step. Where more than one qualified faculty member wishes to transfer, priority shall be given to faculty who has been subject to layoff. At all times normal hiring procedures, including affirmative action considerations, should be followed. (HE: October 1995)

Fees: Community Colleges

CTA believes in the “open enrollment” policy for California’s community colleges and opposes the imposition of fees or tuition for instruction. All students who meet California residency requirements should have free access. Fees for other than instruction must be compatible with: open access; local determination of curricula; and, local determination for expenditure of funds derived. A fee structure should be applied consistently. Revenue derived from fees shall be supplemental and shall not be utilized to supplant such state support. District costs to implement a state mandated fee proposal shall be borne by the state from general fund revenues. The state shall guarantee districts against a loss of revenue resulting from the imposition of a fee proposal. (HE: October 1982, October 1985, May 1996, January 2000)

Financial Aid: Higher Education

CTA believes there should be adequate funding for student financial aid at the state and federal levels. No qualified student should be denied access to higher education programs for lack of funding. (HE: May 1977, May 1996)

Funding: Community Colleges

CTA believes community college funding should be in statute rather than in the Governor’s budget. Community colleges should be funded equally regardless of whether instruction is conducted by full-time or part-time faculty. All aspects of the community college mission and functions should be fully funded for their actual costs without reducing appropriations for any individual program. Funding should be stable, predictable and adjusted for inflation. (FPE: March 1977, May 1981, HE: May 1996)

Funding Inequities: CSU-UC

CTA believes the California State University must play a leadership role in preparing California for the social and economic challenges of the 21st Century and to this end, support for teaching, advising, professional activity, and public service in CSU must be second to none and funding inequities per student between UC and CSU must be eliminated. (HE: October 1995)

Funding: Public State Universities

CTA believes student needs as well as enrollment should be a criterion for funding public state universities. These universities should have an adequate and stable funding base.

(FPE: October 1995)

Funding/Vouchers: Higher Education

CTA believes in financing public higher education directly from public funds and is opposed to voucher systems in higher education. *(HE: February 1975)*

Governance and the Community College Chancellor's Office

CTA believes the effective functioning of the community college system is of benefit to the State of California, and that the structure which governs this system should abide by the following principles:

1. The community college system shall be an equal partner within the community of California postsecondary segments.
2. The Chancellor's Office as governed by its board shall be responsive to the uniqueness of the individual community college
3. The Chancellor's Office shall only operate with the intent of strengthening the community college system so that the best interests of the citizens of California are maintained.
4. The Chancellor shall be a person who can effectively speak for the system and who shall set the goals toward which the system shall strive.
5. The rewards of the office shall be sufficient to attract and keep the highest quality candidates.
6. The supporting staff of the Chancellor's Office shall be of the highest quality so as to be equal to the task of meeting the goals set for the system by the Chancellor.
7. The Chancellor's Office shall consult with the appropriate statewide organizations representing faculty collective bargaining agents prior to the proposal, amendment, or repeal of regulations. *(HE: October 1985, June 1989)*

Governing Boards: Community Colleges

CTA believes:

1. In separate and distinct governing boards for California's community college districts.
2. The membership of the Board of Governors of the California Community Colleges should include, at a minimum, two tenured faculty members and one part-time/adjunct faculty member. *(HE: February 1973, January 2000)*

Graduation Requirements: Community Colleges

CTA believes demonstrated competence in oral communication, critical thinking, reading, written expression, information literacy and quantitative reasoning should be included in the minimum requirements for the associate degrees. A course in American institutions (i.e., national, state, and local government) should be made a separate graduation requirement. *(HE: February 1982, May 1996)*

Growth Plan: CSU

CTA believes growth of the California State University system is acceptable provided:

1. Deteriorating conditions on the existing campuses have been corrected.
2. All campuses have adequate physical space, safe buildings, up-to-date equipment, and adequate faculty offices.
3. Appropriate class size and teaching loads, and improved support staffing exist.
4. Such growth does not risk damaging the quality of current programs or campuses.
5. Faculty, including CFA, is an integral part of all planning for growth and development of any new campus.
6. The workload of faculty and other employees does not increase as a result of such growth or planning.
7. All growth must serve the goal of improving the quality of education for students, faculty, and other education employees. *(HE: October 1995)*

Higher Education Loans and Grants

CTA believes fully funded guaranteed loans and grant programs should be made available for all students. CTA also believes fully funded guaranteed loan assumption programs should be available to all students pursuing a teaching career. Criteria for grants should include the total financial situation of the family, other family members currently enrolled in institutions of higher education, and parents' ability to contribute financially. *(HE: October 1995; CPD: October 1997)*

Hiring Procedures: Community Colleges

CTA believes employment in the community colleges must be equally open to all professionally qualified persons and must abide by affirmative action procedures and policies. The procedure to determine professional qualifications shall include in-depth review by a hiring committee on which faculty shall constitute a majority. Part-time faculty applicants currently employed by the hiring district shall be given special consideration in the screening and/or interview process. Faculty members serving shall be from the discipline, or a closely related discipline, of the prospective employee. The hiring committee shall participate in all steps of the hiring process, including final selection, and shall submit a ranked list of finalists to the district. Final selection shall be made from this list. *(HE: October 1986, March 2000)*

Instructional Funding: Community Colleges

CTA believes a minimum of 50% of community college funding shall be expended on instructional salaries, including benefits. No waivers should be granted. *(HE: May 1996)*

Interdistrict Agreements: Community Colleges

CTA believes interdistrict agreements must preserve local autonomy, provide for the needs of individual districts, control utilization of facilities, allow for stronger academic and vocational programs, provide for stable enrollment and allow local districts to develop realistic budgets. Statewide mandated interdistrict agreements should be opposed. *(HE: May 1979, October 1985, May 1996)*

Lecture-Lab Hours: Community Colleges

CTA believes in an hour-for-an-hour equivalency regarding lecture-laboratory courses. *(HE: October 1980)*

Mandated Fee Waivers: Community Colleges

CTA believes community colleges should be reimbursed for revenues lost from mandated fee waivers. *(HE: January 2000)*

Matriculation and Remediation: Higher Education

CTA believes in open access to postsecondary education in California, recognizing open access permits the entrance of some students who are not prepared to do college level work. Student skills should be diagnosed and students should be advised of their skills level and counseled to enroll in those courses where they have a reasonable chance of success.

Under prepared students should be given a specific number of quarters or semesters to bring their skills up to college level. These courses should be given institutional credit but this credit should not be counted toward graduation. Students should have the right to challenge competency skill levels which ensure access to a given course.

Programs for English as a second language, re-entry, career/technical education and handicapped students are not remedial programs.

Remediation should be fully funded by the state and occur at the institutional level of admission. CTA opposes encouraging California students to attend out-of-state institutions of higher education in order that the state might avoid its responsibility to provide access to higher education, including needed remediation. *(HE: January 1983, February 1984, May 1996)*

Mentors for First-Year Faculty: Higher Education

CTA believes faculty mentors should be assigned to provide assistance for first-year faculty in various instructional techniques and knowledge of institutional policies and procedures. Mentors shall receive additional compensation or workload adjustment. *(HE: May 1987)*

Minimum Standards: Community Colleges

CTA believes the Community College Board of Governors should establish minimum standards of excellence for California's community colleges. These standards may require increased support for those colleges that serve sparsely populated areas in order that they may meet the minimum standards. *(HE: February 1984)*

Mission: Community Colleges

CTA believes that the mission of community colleges includes academic transfer, career technical education, serving the diverse needs of the community, and lifelong learning. The following principles must be included in the mission of the community colleges: open access and a matriculation process that assists students to achieve educational goals within institutions committed to academic excellence; local flexibility to determine institutional functions and goals based on the needs of the community and its diverse populations; and, delivery of academic transfer programs and career/technical education. *(HE: May 1984; ACT: January 2008; HE: August 2010)*

Part-Time Faculty: Higher Education

CTA believes part-time faculty should receive the same salary and benefits as full-time faculty prorated according to their workload and academic qualifications and experience. Part-time faculty should participate in and be compensated for professional activities and faculty development programs. Part-time faculty should have paid office hours, office and storage space, and computer and e-mail access. Part-time faculty should have due process and reassignment rights.

CTA deplores the practice of employing part-time faculty for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time positions. Part-time faculty should be employed only when an educational program requires specialized training or expertise not available among the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. CTA believes that under no circumstances should the number of full-time faculty fall below 75% of full- and part-time faculty. *(HE: March 1996, January 2000, February 2001)*

Performance Based Funding: Community Colleges

CTA believes that the academic integrity of community colleges will be compromised with the adoption of any performance-based funding. *(HE: March 2000, August 2010)*

Personal Relationships in Higher Education

CTA believes a sexual relationship between a faculty member and a student currently enrolled in the faculty member's course or under the supervision or direction of the faculty member is unprofessional. *(CRE: March 1996)*

Privatization

CTA believes that it is in the best interests of the people of California that community colleges maintain their position as public institutions and that all efforts at privatization be resisted. *(HE: August 2010)*

Professional Development: Higher Education

CTA believes professional development must be a priority to keep faculty vital and current while enhancing effective teaching. The state should fund locally developed and implemented professional development programs. These monies should not supplant current allocations for existing programs. Professional development programs should be equally accessible to all faculty members (full and part-time). A majority of faculty should comprise the committees which develop or plan such programs. *(HE: April 1989, October 1995, April 1989)*

Program Discontinuance: Higher Education

CTA believes academic programs should be discontinued only for legitimate academic or fiscal reasons. Such discontinuance should occur only after full review through established procedures that include the appropriate faculty governance bodies. Every effort should be made to provide reassignment, retraining or other opportunities for faculty who are displaced. *(HE: June 2000)*

Quality Indicators: CSU

CTA believes the California State University system, in order to provide a quality education for all students, needs: adequate funding, reduction of excessive workload, professional development opportunities for faculty and staff, smaller classes and uncrowded classrooms, clerical support, equipment monies, child care, housing subsidies, adequate department-chair loads, reduced teaching loads for new faculty, release time for scholarly activities, job security for lecturers, and sufficient funding to attract and retain quality faculty and staff. *(C&I: March 1990)*

Quality Indicators: Community Colleges

CTA believes community colleges, in order to provide a quality education for all students, need adequate funding, professional development for faculty and staff, smaller classes and uncrowded classrooms, clerical support, equipment monies, child care, adequate department chair loads for faculty chairs, reassigned time for extra duties, additional funding

for increased hiring of full time faculty, and sufficient funding to attract and retain quality faculty and staff. *(HE: January 2000)*

Reduction in Force: Higher Education

CTA believes the criteria and procedures for reduction in force in California's community colleges and the CSU should be contained in their collective bargaining agreements. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application and affirmative action. Prior to RIF's, all alternatives including retraining should be exhausted. Should RIF's become necessary, the number of administrators, supervisors and managers should be reduced at least in proportion to the number of faculty being reduced. Any academic administrator, supervisor or manager who exercises his/her retreat rights shall have seniority based on time served in the bargaining unit, not seniority on the campus or in the system. Recall procedures should recall faculty in the reverse order in which they were laid off. *(HE: May 1996, January 1997)*

Relations with Campus Senates: CSU

CTA believes close working relationships between the campus chapter of CFA and the campus Academic Senate or Council are essential to: assure local senates do not recommend policies/procedures that are contrary to the negotiated collective bargaining agreement; assure campus administrations do not side-step CFA involvement in campus policy information; maximize information sharing between the CFA and the local senate; and maximize the unity of faculty. *(HE: October 1995)*

Research and Study Grants: Higher Education

CTA believes research and study grants should be provided to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence college or university decisions and policies. The process of study and research grants should influence neither undergraduate nor graduate curriculums until such time as they are complete and systematically integrated into the curriculum. Academic freedom should apply at all times to research and the dissemination of research results. *(FPE: January 1996)*

Revenue Limits: Community Colleges

CTA believes revenue limits of community college districts should be raised, taking into consideration equalization, to take into account decreases in enrollment and to prevent major dislocations in programs. *(HE: January 1985)*

Salary and Compensation: Community College Chief Executive Officers

CTA believes that the total compensation paid to the Chief Executive Officer of each Community College shall be no more than double the highest total compensation paid to the highest paid faculty member. *(HE: February 2012)*

Salary Schedules: Community Colleges

CTA believes the establishment of a statewide salary schedule in California's community colleges is antithetical to local decision making. Differential pay systems are inequitable. *(HE: May 1996)*

Staffing Overload: Higher Education

CTA believes faculty should have the right to teach overloads on a voluntary basis and should receive compensation based on a pro rata share of the total compensation package of a full-time instructor, on the prevailing regular full-time schedule. CTA opposes administrative efforts that place limitations on full-time faculty to teach overloads or summer session classes. Full-time employees teaching on overload shall not be counted as part-time employees. For community colleges, full-time faculty overload shall not be counted as a portion of the full-time component as specified by law. *(HE: October 1980, March 2000)*

Student Affirmative Action: Community Colleges

CTA believes community college programs and services should be developed to increase the number of minority student transfers to four-year institutions.

Programs and services to fulfill this obligation should include: an active, aggressive, and early recruitment program beginning with junior high and middle school years; comprehensive assessment; counseling services to include placement, support services and retention; remedial services; English as a second language, if needed; activities designed to promote interest in transfer; economic services, including financial aid; expansion of Educational Opportunity Program Services (EOPS); and, expanded outreach programs to community-based groups. *(HE: January 1985)*

Student Support Services: Higher Education

CTA believes clear admission and graduation standards, careful student counseling, tutorial and other support services, active participation of students in their own learning, and a thoughtfully articulated curriculum can significantly help increase the number of students successfully completing their degrees. Students should have the right to complete course work during or after any quarter/semester missed due to a documented extended illness. *(HE: October 1995)*

Temporary Full-Time Faculty: Higher Education

CTA believes that temporary full-time faculty should be a part of the local bargaining unit and have the same contractual rights as other full-time faculty. *(HE: January 2000)*

Tenured Faculty: Higher Education

CTA believes tenure in institutions of higher education is an important prerequisite for the maintenance of academic freedom, continuity in academic and vocational programs, and

development of a faculty committed to the long-term success of the institutions in which they teach. *(HE: January 1988)*

Transfer Education: Community Colleges

CTA believes the community colleges are an essential part of California's tripartite system of public education, with certain unique characteristics. The community colleges are uniquely suited to raise the aspirations, increase the preparation, and in general support the efforts of the disadvantaged and under-represented groups with respect to the attainment of the baccalaureate degree. Transfer education should be a primary function of community colleges. Community college faculty must identify and articulate learning experiences appropriate for transfer education. The AA and AS degrees shall constitute sufficient indicators of eligibility for continuation in a baccalaureate degree program. In order to meet the transfer function, community colleges, universities, and high schools must enter into meaningful articulation agreements. *(HE: March 1985, October 1985, October 1986)*

Trustee Elections: Community Colleges

CTA believes community college boards of trustees should be locally elected and reflect the demographics and diversity of the communities they represent. *(HE: April 1989)*

Tuition: Community Colleges

CTA believes in the "open enrollment" policy for California's community colleges, and opposes the imposition of fees or tuition. *(HE: February 1982)*

Wall-to-Wall Units: Higher Education

CTA believes that chapters should represent full-time faculty and part-time faculty in the same unit. When separate units exist on the same campus, mergers should be sought. *(HE: February 2001)*

Workload: CSU

CTA believes expectations for CSU faculty to engage in scholarly and creative activities, research and publication, professional development and service must be recognized and factored in as part of a normal workload. *(HE: October 1995)*