

FACULTY LEADERSHIP INSTITUTE

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WESTIN SAN FRANCISCO
AIRPORT

ACADEMIC SENATE
FOR CALIFORNIA
COMMUNITY COLLEGES

Understanding the 10+1 and the 9+1: Collegial Consultation and Effective Participation

1:30 p.m. to 2:45 p.m. General Session 2 (hybrid)
(Westin Ballroom)



Understanding the 10+1 and the 9+1: Collegial Consultation and Effective Participation

Presenters:

- Robert Alexander, SSCCC Incoming VP Regional Affairs
- Juan Arzola, ASCCC At-Large Representative
- LaTonya Parker Ed. D., ASCCC Secretary





Description:

- Students and faculty are both identified in Title 5 as having specific roles and responsibilities in participatory governance, the 9+1 areas of effective participation for students and the 10+1 academic and professional matters for collegial consultation with faculty. While perspectives between faculty and students may differ, many areas of participation and responsibility overlap. This overlap creates an opportunity to learn from each other and to advocate together to meet the needs of students. Join us to explore collaborative methods for working with each other and with other college stakeholders to provide high-quality programs and services in pursuit of shared aspirations.





Why is it important to work together

- Guided Pathway asks us to design with the student in mind--why not invite them to design with us.
- Let's not work on behalf of students but in partnership with students
- We have a common goal = student success
- Administration can say "no" to faculty, it's harder to say "no" to faculty and students
- Shared goal of equity for all students
- Shared purview established by Title 5





Role of Student Governments

- The primary representative of the student body population in decisions and matters of concern regarding academic standards and policies on campuses
- Advocacy for positive change through interaction with students, faculty, administrators, and staff
- Engagement and empowerment of the student voice in the community
- Managing Campus Culture, Health and Wellness, Sustainability and the Drafting and Pursuance of Initiatives





Title 5- Student Authority to Participate in Governance

- Title 5 section 51023 identifies the associated student governments are the representative body of students and that they shall “be provided the opportunity to participate in the formation of policies and procedures that have a significant effect on students.”



The Student Senate for California Community Colleges 9+1

The SSCCC 9+1

- grading policies;
- codes of student conduct;
- academic disciplinary policies;
- curriculum development;
- courses or programs which should be initiated or discontinued;
- processes for institutional planning and budget development;
- standards and policies regarding student preparation and success;
- student services planning and development;
- student fees within the authority of the district to adopt; and
- + 1 any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students.



The 10+1 and the 9+1

- 1. Curriculum including establishing prerequisites and placing courses within disciplines**
 2. Degree and certificate requirements
 - 3. Grading policies**
 - 4. Educational program development**
 5. Standards or policies regarding student preparation and success
 6. District and college governance structures, as related to faculty roles
 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
 8. Policies for faculty professional development activities
 9. Processes for program review
 - 10. Processes for institutional planning and budget development**
- + 1 Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

- 1. Grading policies;**
 2. Codes of student conduct;
 3. Academic disciplinary policies;
 - 4. Curriculum development;**
 - 5. Courses or programs which should be initiated or discontinued;**
 - 6. Processes for institutional planning and budget development;**
 - 7. Standards and policies regarding student preparation and success;**
 - 8. Student services planning and development;**
 9. Student fees within the authority of the district to adopt; and
- + 1 any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students.





Shared Areas of Purview

- Grading Policies
- Curriculum Development
- Courses or Programs which should be Initiated or Discontinued;
- Processes for Institutional Planning and Budget Development
- Standards and Policies Regarding Student Preparation and Success

These aligned areas provide local senates and student governments with opportunities to work and support each other.





The + 1

- Somewhat ambiguous
- Articulated in local regulations. Have a conversation locally about identifying these areas
- Role of students and faculty are beyond the 10 and 9 areas designated
 - Hiring
 - Evaluations
 - Equivalency
 - Facilities
- Role of student and faculty in areas beyond the 10+ 1 and 9+1 (not have purview) but should be included in discussion





Student Senate for California Community Colleges

- The mission of the Student Senate for California Community Colleges (SSCCC) is to pursue policies that will improve student access, promote student success, engage and empower local student leaders, and enrich the collegiate experience for all California community college students.
- Institutionally, the Student Senate has been growing rapidly while effectively identifying the needs of Students across the California through its system partners and the State Legislature



Mission of the ASCCC

- As the official voice of California community college faculty in academic and professional matters, the Academic Senate for California Community Colleges (ASCCC) is committed to advancing inclusion, diversity, equity, anti-racism, accessibility, student learning, and student success.

The ASCCC acts to:

- Empower faculty to engage in local and statewide dialogue and take action for continued improvement of teaching, learning, and faculty participation in governance
- Lead and advocate proactively for the development of policies, processes, and practices
- Include diverse faculty, perspectives, and experiences that represent our student populations
- Develop faculty as local and statewide leaders through personal and professional development
- Engage faculty and system partners through collegial consultation





Faculty and Students: A partnership in Equity

- The ASCCC has adopted the SSCCC's Anti-Racism Plan of Action and DEI
- Compact Resolution to establish a common ground and commitment in these five main areas:
 - Cultural Awareness and Respect
 - Equity Training
 - Changes in Curriculum
 - Peer Mentorship and Alliances
 - Enriching the Classroom Experience





SSCCC Anti-Racism Student Plan of Action

- Cultural Awareness and Respect- Create a climate of cultural awareness and respect to allow students of color to feel welcome, free to express their opinions and safe in every collegiate environment.
- Equity Training- Provide adequate training for all employees and students to understand cultural diversity and address issues of racism, unconscious bias and microaggressions in order to pursue racial equity that is conducive for student success.
- Curriculum Changes- Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance and value.
- Peer Mentors and Alliance- Establish appropriate channels of communication for students to seek help and resources in addressing racism, microaggression and other racial barriers to their education.
- Classroom Experience- Create a classroom environment that is conducive to learning by ensuring that faculty are representative of the student population, providing students with an opportunity to give feedback to improve their learning experience , and including information on where it go to fund resources on syllabus.





How ASCCC is aligning with the Student Plan

- Past Areas of Focus
 - Culturally Responsive Curriculum, Student Services, and Student Support
 - Equity Driven Systems and IDEA (inclusion, diversity, equity, and anti-racism) work, including tenure evaluations and hiring
 - Transfer
 - Hiring Modules and Tenure Evaluation
- Current Strategic Direction: Include diverse faculty, perspectives, and experiences that represent our student populations





Strategies for working together locally

- Develop communication strategies for ongoing dialog
- Regularly attend student government meetings
- Regularly invite student government leaders to your Senate meetings or create a formal liaison position (model after statewide)
- Set up regular reports on your agenda for student government report outs
- Provide support for and collaborate with student leaders in governance trainings on your campus
- Creating positions on academic senate workgroups and committees for student representation
- Partner with your local student government in events like, town halls, campus life, and club activities outside of the classroom





The Power of Working Together

- Partnering with student governments on shared areas or purview can strengthen recommendations to the college or district office.
- Joint resolutions can provide a powerful statement of unity and collaboration.
- Bring in your other partners like unions and classified professionals to provide a united front to administration or your local Board of Trustees.



Communication is Integral

It's important to balance the many different student perspectives on your campus and find solutions that are most inclusive through interpersonal communication and collaboration.

The easiest way to know what matters to your students is to talk to them!

- Student government meetings
- Student events and activities
- Clubs and your ICC
- Your classes and friends
- Organize town halls for larger, more important issues

Engage students & invite them to participate in governance discussions



Recommendations

- 1) Set up ongoing communication with your local Student Government
- 2) Ask your student governments leaders to present on the SSCCC Anti-Racism Plan of Action at your Senate
- 3) Make a plan to address the areas of focus in the SSCCC Anti-Racism Plan of Action
- 4) Invite in your student leaders to your meetings, committee and events, give them opportunities to participate
- 5) Partner with your local student governments on shared goals
- 6) Partner with your local student governments on professional development





Resources

- Academic Senates and Student Governments: A Critical Partnership
 - <https://www.asccc.org/content/academic-senates-and-student-governments-critical-partnership>
- SSSCC Anti-racism: A Student Plan of Action
 - <https://ssccc.org/news-events/newsroom/newsroom.html/article/2020/09/06/ssccc-anti-racism-a-student-plan-of-action>
- SSSCC Website
 - <https://studentsenateccc.org/>
- ASCCC Website
 - <https://www.asccc.org/>

