

Academic Senate President's Report

May 3, 2017

Plenary

I want to express my deep appreciation for the excellent reports posted in a timely fashion by Laura and Robin and George. They are a wealth of information and a treasure trove of detail. As we are pressed for time, and the attendees won't have time to fully explicate them, please read them and check out the links they include.

I got a lot out of Plenary as always, but what I got out of it was mostly in the after-hours and behind-the-scenes conversations. Because I am on the statewide committee that is most active during plenary, the Resolutions Committee, as well as a breakout presenter, I was scarcely able to attend any breakouts. But I will here make a few comments about what I did attend and about the Resolutions.

The opening general session was a panel of curriculum committee members and chancellor's office personnel talking about the recent efforts to streamline the curriculum process. I just received their white paper and a note from the chancellor's office on the subject. They are both posted on the senate website.

The second general session was called "Creating Spaces for Student Support and Engagement." It was an inspiring (I thought) panel of four speakers, two of whom shared programs and efforts to reach marginalized and at-risk students. We heard from Steven Deineh of Mira Costa on programs to reach LGBTQIA students (see miracosta.edu/lgbt or ccclgbt.org), and from Jennifer Kattman of Sierra College on a Guided Pathways cohort program called RISE.

The keynote speaker at the fourth general session was Dr. Manuel Pastor, Professor of Sociology and American Studies and Ethnic Studies at USC. His insightful and humorous talk centered on "California's most loyal residents" which turns out, from the point of view of his metrics, the Latinx population. Some interesting highlights include

- 15 % of all children in California have at least one undocumented parent
- 80 % of California's immigrants have been in the state for 10 or more years. That is a higher rate than for people born in the US.
- 60 % of whites born in California stay.
- 80 % of Latinx and Asian people born in California stay.
- More Mexicans are going to Mexico than are coming here from Mexico.
- Poor funding of CCCs and inequity are partly caused by generational warfare: Prop 13 represents feeding the assets of the old at the expense of starving them for the young (taking away college for 18-25 year olds in favor of insuring that grandma can stay in her ample house)
- California has greater income inequality than Alabama. In California, the top 1 % makes more in one week, than the average 99 % er makes in one year.

- Education is the key to elevating the 99 %.
- We do not deliver education well in K-12. The K-12 experience is unequal by race.
- Incarceration has dramatically increased. “We went hog-ass crazy on incarcerating people.”
- Community Colleges have a super important role in linking equity and growth; for equity and inclusion to be realized we need to accept a broader mission, to more effectively bridge SOCIAL STRUCTURE and INDIVIDUAL INITIATIVE

Resolutions of Note

Of 29 resolutions brought, only three received any debate. The final adopted resolutions are available on our senate website as well as at asccc.org.

6.02 S17 Opposition to AB 387 (Thurmond, as of February 9, 2017)

The bill would require health care entities to pay allied health students minimum wage for clinical hours that are mandated by the state.

Although one speaker gave an impassioned argument to the effect that the health care industry is super rich, exploits free labor, especially of minorities, and there for it (the bill) works in favor of fair labor practices and social justice, the overwhelming majority of the body accepted the counter argument that the students involved are enrolled for units which they are receiving, that the clinical hours are essentially their lab hours for the course, that it is often inconvenient for hospitals (for example) to make room for students in this way, which they do as a service, and that forcing them to pay students would likely cause them to simply eliminate them and eviscerate our allied health programs.

9.03 S17 A resolution brought by CCSF, called ASCCC to study the impact on student success caused by the changes to course repetition. The original resolution was substantially rewritten as an amendment. The amendment changed the terms and focus of the original by clarifying the difference between repetition and repeatability, and including both, but in separate resolves. It also sought to resolve the problem that the original resolution called for the senate to study the impact of repeatability, and simultaneously work to change the rules. The CCSF contingent opposed the amendment, but the body voted it up on the arguments of the amendment writer (David Morse), that the difference between repetition and repeatability must not be obscured, and that the resolution should call the senate to do something it can do because it is likely to have a sympathetic hearing.

Project Truth, et al.

Wasn't that fun?

Class Size Task Force

I understand the MOU has been written and signed. We may have time to reconstitute and meet before the end of the semester.

Eric Thompson