



Academic Senate

Fall 2020

Resolution 1.01 F20

A Vision for Social Justice in Governance at SMCCCD

Whereas, Educational equity is the dismantling of oppressive, discriminatory practices, policies, and other unjust structures and the creation of those that empower students and promote justice;

Whereas, Higher education, including community colleges, were never built to serve the needs of students of color and other non-hegemonic groups and has, in fact, benefitted from the historical marginalization of these groups;

Whereas, Achieving social justice means that every student is valued, nurtured, and affirmed, and that they see their cultures, epistemologies, and identities reinforced and celebrated in every facet of the institution;

Whereas, A race-conscious, socially just paradigm shift is necessary in order to liberate all minoritized and hyper-marginalized students;

Whereas, Achieving social justice will require the elimination of silos and the creation of a District-wide culture wherein equity and social justice are the bedrock;

Whereas, The demographics of faculty and administrators in the San Mateo County Community College District do not mirror the demographics of its students, which has resulted in academic programs that center whiteness, Western European knowledge and epistemologies, and white supremacy;

Whereas, A diverse faculty is important not only to minoritized students (e.g. students of color, women, members of the LGBTQIA community, immigrants, etc.) but also to hegemonic students (e.g. white, cis-gender, heterosexual, etc.) (Bristol & Martin-Fernandez, 2019);

Whereas, Evaluation procedures and forms need to evolve beyond legal compliance, which rewards committees and evaluatees who uphold the status quo while simultaneously punishing those who innovate and challenge this status quo, to center social justice; and,

Whereas, Achieving social justice is a fight that educational institutions must engage in and is one that requires courageous and bold leadership in the face of resistance and criticism;

Resolved, That the SMCCCD District Academic Senate commit to ensuring the ongoing development and support of curricular and co-curricular educational programs to ensure success for Black students, Indigenous students, students of color, women, economically marginalized students, LGBTQ+ students, formerly incarcerated and justice systems impacted students, transgender students, foster youth and former foster youth, and other students who have traditionally been marginalized and excluded in higher education;

Resolved, That the District Academic Senate commit to dismantling all inequities and injustices under its “10+1” purview and adamantly oppose all institutional, academic, and curricular barriers for minoritized students;

Resolved, That the District Academic Senate work with the District administration and staff to create a vision for and implementation of a social justice framework that guides the work of the District Office;

Resolved, That the District Academic Senate immediately scrutinize and re-envision the faculty hiring and, in collaboration with the AFT1493, the evaluation processes for the District;

Resolved, That the District Academic Senate request that all three academic senates, in collaboration with their administration and PRIE departments, conduct equity audits of all local policies, procedures, and other structures that fall under academic and professional matters and immediately move forward to enact changes in the interest of equity for the colleges’ students, staff, faculty and administration; and,

Resolved, that the District Academic Senate commit itself to an equity audit of all district-level policies, procedures, and other structures that fall under academic and professional matters and immediately move forward to enact changes in the interest of equity for the District’s students, staff, faculty and administration.

Passed unanimously on August 24, 2020

\*\*\* Bristol, T.J. & Martin-Fernandez, J. (2019). The added value of Latinx and Black teachers for Latinx and Black students: Implications for policy. *Policy Insights from the Behavioral and Brain Sciences*, 6(2): 147-153. Retrieved from <https://journals.sagepub.com/doi/10.1177/2372732219862573>