

# **The Academic Senate for California Community Colleges**

## **Affirmative Action Guidelines for the Faculty of the California Community Colleges April, 1987**

### **Educational Policies Committee 1986 - 87**

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### **Preface**

The Academic Senate for California Community Colleges unequivocally declares its total commitment to Affirmative Action programs in the community colleges. In support of this position, the Academic Senate at its Fall Conference in 1986 passed a resolution that the Educational Policies Committee of the Senate be directed to draft a set of Affirmative Action Guidelines for the use of faculty in the California Community Colleges. (Appendix A)

By the year 1990 a majority of the students in the California public schools will be ethnic minorities. At the present time, more than 43.7% of the labor force is female. This startling growth in minority population and numbers of women in the work force will continue for the remainder of the century. By the end of this century, California is likely to become the first state in the nation whose population is made up of predominantly of member of minority groups. The Academic Senate affirms that the affirmative action goal of each community college should address the social inequities of underrepresented minorities in all phases of its operation in full awareness of the racial and ethnic diversity of the state.

However, in the past two decades these demographic trends have not been reflected in the California Community Colleges by the increased enrollment and employment of ethnic minorities and women. While California's population has become increasingly diverse, and ethnic minority groups presently comprise more than one-third of the total population, the data reveal that we have no better representation of these groups in our enrollments, or in our employment of minorities and women in administrative and professional positions than we had in 1970. According to the Preliminary Report to the California Postsecondary Education Commission (November 1986) from Chancellor Smith, while 43.7% of the labor force is composed of women, 33.7% of the faculty and 26.8% of administrators are female. Hispanics comprise 18.7% of the work force, but only 5.4% of faculty and 8.4% of administrators. (Appendix B)

During the next thirteen years the community colleges will have an unprecedented opportunity to achieve parity in employment as over 48% of current Community College staff in professional level positions will reach retirement age. This means that approximately half of current existing professional level positions may become vacant and, thereby, provide districts with opportunities to employ more ethnic minorities and women.

Therefore, the Academic Senate of the California Community Colleges affirms its support of the people of the State of California, the Legislature of the State of California, the Board of Governors of the California Community colleges, and the Chancellor's Office in their active pursuit of Affirmative Action in the recruitment, hiring, retention and promotion practices of students, faculty, classified staff and administrators of the California Community Colleges.

Further, the Academic Senate of the California Community Colleges recognizes its obligation to help change societal attitudes and practices which perpetuate discrimination based on race, color, religion, sex, national origin, age, or handicap. The Senate affirms that the faculty of the Community College system has a moral charge to bring about this change. The following guidelines have been developed in accordance with this philosophy.

A number of guidelines have been adapted from the Preliminary Draft Summary of the Conference, Affirmative Action at the Crossroads: A Manifesto for Change (September 1986), sponsored by The Board of Governors of the California Community Colleges and San Jose City College, and held in San Jose on September 26-27, 1986.

Other publications used in developing the guidelines are found in the appendices.

Academic Senate For California Community Colleges

Affirmative Action Guidelines

Community College Faculty Employment

1. The Academic Senate of each college should adopt a resolution setting forth in clear and unambiguous terms the commitment of the faculty to affirmative action.
2. The Academic Senate of each college should establish a Senate Affirmative Action Committee. This committee should have the responsibility for the following actions:
  - a. review and make recommendations regarding the college Affirmative Action Plan;
  - b. review and make recommendations regarding job descriptions written by the faculty of the discipline concerned prior to announcement to ensure that the description will be consistent with the college's affirmative action goals;
  - c. ensure that by advertising in appropriate ways there is a wide and thorough search for eligible candidates;
  - d. consider recommending that the search be reopened if the pool does not include persons from underrepresented groups;
  - e. evaluate on an annual basis the goal attainment in affirmative action in the institution and make specific recommendations if the goals are not being met;
  - f. review and make recommendations on all aspects of educational equity.
3. The Academic Senate of each college should establish and implement staff development activities designed to clarify and set forth the faculty commitment to affirmative action.

Academic Senate for California Community Colleges

Affirmative Action Guidelines for Faculty

Educational Equity

1. The Academic Senate of each college should adopt a resolution setting forth the commitment of the faculty to student affirmative action and student success.
2. The Academic Senate Affirmative Action Committee of each college should be responsible for the following actions:
  - a. developing a plan for increasing faculty commitment to, and participation in, student affirmative action and outreach programs.
  - b. identifying specific underrepresented groups in the community and ensuring that outreach strategies and specific plans are developed to prepare and recruit potential college students from these groups;
  - c. encouraging the college administration to seek additional financial support for student affirmative action activities through local businesses, organizations and foundations;
  - d. encouraging the college administration to create and implement a student affirmative action plan for impacted programs;
  - e. insisting that the college should have a centralized Support Services Center especially for the use of all underrepresented minority students.
3. The Academic Senate of each college should establish and implement staff development activities designed to enhance understanding of gender, cultural and ethnic differences and similarities among students.

## References

Affirmative Action Resolution - Adopted by the Academic Senate for California Community Colleges, Fall Conference 1986. (Appendix A)

Affirmative Action at the California Community Colleges: A Preliminary Report to the California Postsecondary Education Commission, November 1986.

Senate Bill #1629 - California State Legislature. (Appendix C)

Resolutions on Affirmative Action and Related Topics - The Academic Senate for California Community Colleges, 1970-1986. (Appendix D)

Draft - Background Papers: Review of the Master Plan for Higher Education (Paper 7), August 1986.

Policy Statement of the Enrollment, Retention and Transfer of Minority Students - Adopted by the Board of Governors of the California Community Colleges, July, 1986.

California: The State and Its Educational System - Harold Hodgkinson, Senior Fellow, American Council on Education, October, 1986.

The Demographic Imperative: Responding to New Students in Postsecondary Education - Laura I. Rendon, Ph.D., Keynote Presentation at the Conference, Affirmative Action at the Crossroads, September, 1986.

The Academic Senate  
for  
California Community Colleges

Resolutions  
on  
Affirmative Action  
and  
Related Topics

1970 - 1987

Compiled and Edited by Edith Conn, Archivist  
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# Resolutions on Affirmative Action and Related topics

## Introduction

The Academic Senate for California Community Colleges first met as an organization in April, 1969. The following year, 1970, the Senate passed the first of its affirmative action-related resolutions: one called for "increased participation by women in the work of local senates and in the Academic Senate;" the other urged "increased membership of ethnic minorities on faculties at large' end increased participation by ethnic minorities in local senates, the Academic Senate, and on accreditation teams." Since 1970' the Senate has adopted more than thirty resolutions on Affirmative Action and Related Topics; these resolutions are printed on the following pages.

It should also be noted that there are two academic Senate policy papers that relate to affirmative action:

1. "Recommendations for California Community College Involvement in Admission, Retention, and Academic Achievement of Groups Presently Underrepresented in California Community Colleges," by Tyra Duncan-Hall and Marian Anderson, written in 1979 at the request of the Chancellor's Office in response to a legislative mandate and submitted to the legislature.

2. "Transfer Education: R Bridge to the Future," a speech presented by Carmen Decker and Robert Silverman to the California Postsecondary Education Commission on April 30, 1984. This speech, included in a booklet of Senate resolutions on transfer and related issues, has a section on "Meeting the Needs of Minorities."

Both of these policy documents may be ordered for cost from the Academic Senate Office, 1107 9th Street, Sacramento, CA 95814; phone 916- 441-5465.

Edith Conn  
Senate Archivist

## **Resolutions on Affirmative Action and Related Topics**

### **Be it Resolved That The Academic Senate For California Community Colleges:**

1. URGE local senates to increase participation by women in the work of the local senates and in the academic Senate.  
**Spring, 1970**
2. URGE local senates to support the increased membership of ethnic minorities on faculties at large, and increased participation by ethnic minorities in local senates, the academic Senate, and on accreditation teams.  
**Fall, 1970**
3. ENCOURAGE all community colleges to promote in-service training programs to complement action regarding ethnic studies and the traditional curriculum with such in-service training programs to be an integral part of the regular budget of the community college.  
**Spring, 1971**
4. RECOMMEND that community colleges encourage instructors to offer a multi-perspective emphasis in all courses where possible and that community colleges encourage specialized courses in ethnic studies that are open to all students.  
**Spring, 1971**
5. SUPPORT the efforts of community colleges to incorporate various approaches [in the curriculum] assuring multi-ethnic, multi-cultural learnings and experiences through the General Education program in all community college courses, activities, and values.  
**Spring, 1971**
6. SUPPORT the proposed equal rights amendment to the U.S. Constitution and urge its ratification by the California State Legislature, and further RECOMMEND that the President of the Academic Senate communicate this action to the Chairman of the Rules Committee of the California State Senate forthwith, and finally ENCOURAGE individual senate members to communicate to their own California State Senators the intent of this resolution.  
**Spring, 1972**
7. RECOMMEND that no person shall be denied equal consideration for employment, or Continued employment, because of a relationship to any other employee or any potential employee of the district, provided that any person involved in the hiring of such persons shall disqualify himself/herself from such hiring, and further REQUEST that the President of the Academic Senate communicate this action to the Chairman of the Rules Committee of the California State Senate forthwith and that notice of this action be sent to local boards, local senates, and local administrators.  
**Spring, 1972**
8. RECOMMEND that the State Teachers Retirement System shall not discriminate on the basis of sex, marital status, or other sources of income and that discriminatory clauses now in effect be eliminated by the State legislature and further RECOMMEND that the President of the Academic Senate communicate this action to the Chairman of the Rules Committee of the California State Senate forthwith, and finally RECOMMEND that individual members of the

academic Senate be encouraged to communicate to their own California State Senators the intent of this resolution.

**Spring, 1972**

9. RECOMMEND that counseling and guidance policies and procedures, including testing instruments, be reviewed and revised to eliminate sex bias, and further RECOMMEND that all students be encouraged to consider entering fields traditionally restricted to one sex, and further RECOMMEND that the President of the academic Senate communicate this action to the Chairman of the Rules Committee of the California State Senate for with, and finally RECOMMEND that individual members of the academic Senate be encouraged to communicate to their own California State Senators the intent of this resolution.

**Spring, 1972**

10. RECOMMEND a complete revision of all employment and placement of employees be undertaken by each community college district to eliminate inequities in job classifications, job specifications and salary based upon sex and further RECOMMEND that the President of the Academic Senate communicate this action to the Chairman of the Rules Committee of the California State Senate for with and finally RECOMMEND that individual members of the academic Senate be encouraged to communicate to their own California State Senators the intent of this resolution.

**Spring, 1972**

11. RECOMMEND that all information which has no direct bearing on competency for a position of employment and which can be used to discriminate - such as race, religion, age, sex, marital status, number of dependents - be eliminated from application forms and further RECOMMEND that the President of the Academic Senate communicate this action to the Chairman of the Rules Committee of the California State Senate for with, and finally RECOMMEND that individual members of the Academic Senate be encouraged to communicate to their own California State Senators the intent of this resolution.

**Spring, 1972**

12. RECOMMEND that all local school district maternity leave policies be amended to provide that the length of the leave be determined solely by the employee and her physician, and further SUPPORT AB 1010 (Fong) which would accomplish this on a statewide basis, and further RECOMMEND that the President of the Academic Senate communicate this action to the Chairman of the Rules Committee of the California State Senate for with, and finally RECOMMEND that individual members of the Academic Senate be encouraged to communicate to their own California State Senators the intent of this resolution.

**Spring, 1972**

13. RECOMMEND to the Chancellor of California Community Colleges that the annual survey of community college ethnic composition of student population and instructional, supportive, and non-certificated staff members henceforth include the classification of women; and further RECOMMEND that the Board of Governors of the California Community Colleges convey information about the need for these statistics to all California Community Colleges.

**Fall, 1972**

14. RECOMMEND the adoption of the following position paper: We strongly endorse the concept of equal pay for equal services (regular and ancillary) based on adopted salary

schedules. Since equal pay for equal service does not exist universally, we are opposed to districts hiring part-time or hourly or non-contractual instructors as a budgetary expedient. We feel that districts should avoid hiring part-time instructors wherever possible. Yet, if new part-time instructors are needed, they should be selected only after the division or discipline involved has approved. Any practice of hiring part-time instructors to circumvent the intent or goals of affirmative action policies should end. [Underlining added by editor]

**Fall, 1973**

15. URGE local governing boards to establish a holiday in the name of Dr. Martin Luther King, Jr., and further RECOMMEND that the Legislature memorialize Martin Luther King, Jr.'s birthday as holiday.

**Fall, 1973**

16. SUPPORT the concept of Student Financial Aid to maintain the Open Door Policy and the concept that the financial aid be administered by educators in a flexible manner that assists the education of students rather than the growth of nonacademic bureaucracy.

**Spring, 1977**

17. REAFFIRM its support of EOP&S and its support of an appropriation of funds adequate to meet the needs of students eligible for the Extended Opportunity Programs and Services.

**Fall, 1977**

18. SUPPORT the goals of affirmative action and the means to achieve those goals including but not limited to: wide recruitment, balanced selection committees, and favorable administrative climate.

**Fall, 1977**

19. OPPOSE any state initiative which would adversely affect the quality of education and limit open access and educational opportunities to a diverse population.

**Spring, 1978**

20. AFFIRM that courses or programs in English for Speakers of Other Languages (ESOL) be offered with appropriate credit and further RECOMMEND that transferability of these courses/programs be established by means of the standard articulation procedures between the community colleges and the four-year institutions, and finally RECOMMEND that one provision necessary for granting transferability to courses or programs in ESOL be that these courses or programs are equivalent in educational respects to those offered at accredited four-year institutions.

**Fall, 1980**

21. RECOMMEND to the Board of Governors that college-level English as a Second Language not be included in any definition or data gathering process regarding remediation.

**Spring, 1984**

22. DIRECT the Academic Senate to use available resources to compile demographic data and information about relevant trends and assist in interpreting the educational implications and further URGE local senates to take an active role in using the information supplied to plan curricula and make recommendations regarding what programs and services to offer.

[“Whereas” states: “there is a changing population to be served by the community colleges. .

.]

**Spring, 1984**

23. SUPPORT, and URGE the development of, efforts to encourage minority students to enter transfer programs in the community colleges and to transfer to the four-year colleges and universities. Such efforts should include:
1. Early identification of potential transfer students among underrepresented groups.
  2. Testing and other evaluation mechanisms which identify student strengths and weaknesses early so that strengths can be expanded further and weaknesses can be efficiently and quickly improved upon thus assuring student success in the transfer program.
  3. Providing advisory facilities and personnel to help minority students to select appropriate courses, programs, majors, and colleges and universities.
  4. Tracking students in community colleges and reporting their success to their former high schools.
  5. Tracking students who transfer to the colleges, universities so as to assess the success of the community college transfer effort among minority students.

**Fall, 1984**

24. ENCOURAGE local senate presidents to organize workshops to inform faculty about student financial aid and services available.

**Fall, 1984**

25. RECOGNIZE the problem of under-representation of minorities in California [higher education] is a statewide as well as a cross-segmental one and further REQUEST that the Intersegmental Senate Committee adopt said issue as a priority item for discussion, study, and eventual resolution. [“Whereases” state: (1) the enrollment of under-represented minorities has declined in recent years, (2) the academic Senate has recognized the need to address this problem; and (3) demographic projections indicate that the number of California citizens belonging to these groups will increase. . .]

**Fall, 1985**

26. RECOMMEND that local senates provide a careful review of district guidelines and goals of affirmative action to members of the screening committee... [Editor's Note: this portion is part of a longer resolution on hiring and screening committees.]

**Spring, 1986**

27. INITIATE a study of the needs and potentials for faculty development training in the area of effective cross-cultural teaching techniques to facilitate effective instruction of increasing numbers of minority students.

**Fall, 1986**

28. REAFFIRM its total commitment to affirmative action and its belief that affirmative action can best be achieved through faculty involvement in all stages of the selection process from the determination of hiring needs, through the development of job description, to the selection of the final candidates.

**Fall, 1986**

29. ENCOURAGE each community college to establish means to better prepare students in “English as a Second Language” programs for vocational disciplines.

**Fall, 1986**

30. DIRECT the Educational Policies Committee to draft guidelines for faculty to use in recruitment, hiring, retention, and promotion practices to ensure continued commitment to the values and goals of equal opportunity and affirmative action, and further DIRECT the Educational Policies Committee to select and annotate those laws that directly affect recruitment, hiring, and promotion practices so that they may be included with the proposed guidelines, and finally DIRECT that the Equal Opportunity and Affirmative Action guidelines developed by the Educational Policies Committee be brought to the Spring 1987 Conference for consideration.

**Fall, 1986**

31. INITIATE a study of the needs and potentials for faculty development training in the area of effective cross-cultural teaching techniques to facilitate effective instruction of increasing numbers of minority students.

**Fall, 1986**

32. ADOPT the report “Affirmative Action Guidelines” as a statement of a continued commitment to academic excellence and the values and goals of equal opportunity and affirmative action in recruitment, hiring, retention, and promotion practices among community college faculty, and (through amendment) SUPPORT and work with the Board of Governors in the establishment of a state and national recruitment and employment bank to create lists of eligible underrepresented minorities to disseminate to community college campuses where faculty employment opportunities exist.

**Spring, 1987**

33. REQUEST that the Executive Committee of the Academic Senate appoint a committee to develop strategies for identifying individuals, particularly those from underrepresented minorities, who possess the talent to become the next generation of community college faculty, and (through amendment) and further recommend that the committee develop ways to encourage secondary school students and undergraduate college students to seek community college teaching as a career, and finally RECOMMEND that the Academic Senate disseminate the report of this committee to local senates and community college governing boards, as well as to state educational policy makers, including the Governor, legislators, the California Postsecondary Education Commission, the Board of Governors of the California Community Colleges, the Board of Trustees of the California State University, and the State Department of Education.

**Spring, 1987**

34. REQUEST that the Executive Committee of the Academic Senate compile and summarize the relevant laws, regulations, and enforcement procedures that govern affirmative action in the community colleges and provide them to the local academic senates as soon as possible, and further RECOMMEND that one or more breakout sessions at the 1987 Fall Conference be dedicated to the discussion of effective use of these materials and that experts be available in the breakout sessions as resource people.

**Spring, 1987**