

*Adopted by the AFT 2121 Delegate Assembly at its May 14, 2013 meeting*

## **Ten-Point Framework for Education Justice at City College of San Francisco**

We offer these ten points on education justice as a framework and way to share our thinking on equity at City College. This document expresses our values and a vision of the City College that Bay Area students deserve in the near term. It is a living document that will be strengthened and enriched over time, through dialog across our City College, as we do the daily work together.

### **Background: The Current Crisis**

The California Master Plan of 1960 promised to ensure access to a college education for all, re-affirming the principle of tuition-free education to residents.<sup>1</sup> Over the last thirty years, however, this promise has been hollowed out. We see a sharp increase in social inequalities, a decrease of taxes on the wealthiest, and severe reductions in social spending. Budget cuts have ravaged the California community college system, which is down 600,000 students from 2008 levels, losing 24% of all classes.<sup>2</sup> City College has been cut well over \$53 million since in the last five years, a major hit on an annual budget ranging between 181 and 200 million. These cutbacks and many new restrictive policies are now deepening a profound structural problem: educational inequity.

Nationally education has a centuries-long history of gross inequities in per student funding. California follows the national trend of a deepening “double segregation” by race and class. In fact, “In California schools serving 90 percent or more nonwhite students, per-pupil spending is \$191 less than at all other schools, and \$4,380 less than at schools serving 90 percent or more white students.”<sup>3</sup> So the *achievement gap* is rooted in a less well-understood *opportunity gap*—segregated and unequal learning conditions.<sup>4</sup>

At City College, while the ACCJC praised City College for its commitment to diversity, we know that unacceptable equity gaps remain in course completion, transfer-readiness and degree/certificate attainment, especially for African American, Latino/a, Pacific Islander, Southeast Asian, Native American and Filipino/a students.

We pledge to step up to do the hard daily work required to better serve all City College students, and to advocate for equal, high-quality learning conditions. Our students include new grads from SFUSD, most of whom are low-income students of color; re-entry students including GED students, laid off workers, veterans and people returning from prison; immigrants including English Language Learners and people

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1. California Master Plan-Major Features, UCOP

2. Sarah Bohn et. al, The Impact of Budget Cuts on California’s Community Colleges, Public Policy Institute of California, March 2013, p.

3. Almost 40 percent of African American and Latino students attend schools where more than 90 percent of students are nonwhite. For the average school with a high proportion of children of color, the spending inequity comes out to \$3.3 million per year. Spatig-Amerikaner, Ary, Unequal Education, [www.americanprogress.org](http://www.americanprogress.org), August 2012, , p. 10

4. Asa G. Hilliard and Gloria Ladson-Billings among others have put forward analyses that do not shift responsibility to the targets of education inequities, framing the problem as *the opportunity gap* or *the educational debt*.

without documents; students with disabilities and students recovering from trauma and mental illness; women students, queer students, students with children, students from marginalized communities, elders on fixed incomes; and those unable to get or afford classes in the CSUs and the UCs. *None* of our students are disposable.

From the midnight schools run by enslaved Africans, to the Chicano school walkouts, to this morning in San Francisco--the struggle for education justice and self-determination, led by the people most impacted, has never stopped. We support social justice, human rights and equity for all, especially those targeted by various forms of social oppression. Inspired by movements for quality public education locally, nationally and worldwide, we intend to reclaim and rebuild City College on a new foundation of justice.

*Education is the cornerstone of a better life, because education creates a space to come together to discuss the important issues of the day, a space in which we can build our skills and capacities to become more fully human...We are talking about education to serve the poor, not education to profit on the backs of the poor.* --Mildred Aristide, First Lady of Haiti, speech in Oakland, 2012

*All of us in the academy and in the culture as a whole are called to renew our minds if we are to transform educational institutions--and society--so that the way we live, teach, and work can reflect our joy in cultural diversity, our passion for justice, and our love of freedom.* --bell hooks, author of *Teaching to Transgress*

## **Goal: An accessible, affordable, high quality, democratically run public institution**

### **1. ACCESSIBILITY**

*Education is a human right. Postsecondary education should be available to all who can benefit.*

Reverse cuts to classes, programs and services, because those cuts will turn many students away from higher education and force others to turn to exploitive for-profit colleges.

### **2. AFFORDABILITY**

*Public education should be affordable without shackling students to debt.*

Return ASAP to free tuition (California's proud legacy: free community colleges, 1907 to 1984). In 2013 the feds cut Pell grants from 20 to 12 full-time semesters. Reverse cuts to financial aid and improve numbers of financial aid advisers. Do not implement the proposed 90-unit cap on in-state tuition. Do not implement provisions of a new law scheduled to start in 2014, ironically named "the Student Success Act," which will cut off BOGG fee waivers for students who reach a cap of 110 units attempted,<sup>5</sup> forcing large numbers of students out of school or toward crushing, often racially targeted, and predatory student loans.

### **3. STUDENT EQUITY**

*Many students face poverty, low wages, racism and inequitable K-12 school funding. They deserve much better opportunities for community college graduation and university transfer.*

Deepen our commitment to closing the opportunity gap. Strengthen equity in college completion and university transfer by pushing ahead on methods for student success, including alternative placement strategies, accelerated and alternative pathways, retention programs and efforts such as Metro Academies. Use data to monitor progress often. Create additional pathways to help noncredit students move to credit programs. Support and expand models that provide wraparound assistance, such as learning communities, and incorporate basic skills instruction into career and technical education courses.<sup>6</sup>

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5. Not including ESL and Basic Skill classes

#### **4. STUDENT SUPPORT**

*Access without support is not opportunity.*

Protect and rebuild student support and counseling services as a lifeline for low-income students and people overcoming other challenges. Protect and strengthen the departments and resource centers which address the rights and needs of economically disadvantaged students, students of color, women, parents, queer students, those with disabilities and learning differences, homeless students, survivors of trauma and recovering from mental illness, those returning from prison and the military, AB 540 students and other immigrants regardless of status and those leaving the foster care system.<sup>7</sup> Expand successful programs that incorporate support services into the classroom, including tutoring and peer mentoring.

#### **5. LABOR RIGHTS AND QUALITY EDUCATION**

*Faculty and staff working conditions are students' learning conditions.*

To assure a stable, focused faculty who can provide high quality education, continue fair working conditions and health benefits for part-time instructors, maintain the goal of 75% of instruction to be carried out by full-time faculty (AB1725), and retain assigned time for department chairs and program coordinators. Ensure a reasonable workload for support staff. Negotiate in good faith with campus unions. Guarantee the San Francisco minimum wage to student workers, and continue existing stipends for student government leaders so that low-income students can serve.

#### **6. RELEVANT CURRICULUM AND CIVIC ENGAGEMENT**

*Education must be grounded in our students' lives, community struggles and cultures.*

For a relevant curriculum that empowers disenfranchised communities and enhances the college experience for everyone, protect and strengthen the independent voices and distinct identities of the Diversity Collaborative departments and related retention programs, clubs and services—the fruit of long struggle. Restore assigned time for diversity department chairs. Support and expand the college's cultural offerings, reflecting the rich diversity of the Bay Area. Strengthen opportunities to engage in real-world learning and civic action both on-campus and through expanded service-learning, internship and apprenticeship programs.

#### **7. A LEARNING-READY ENVIRONMENT**

*School facilities that are inclusive, welcoming, clean, healthy, high-quality and updated promote learning and build community.*

Provide adequate administrative and support staff for proper maintenance and smooth operations. Offer sufficient library and computer lab hours to address the digital divide. Ensure accessibility for all students, including appropriate accommodations for disabled students, gender-neutral bathrooms, and classrooms that enable both collaborative learning and tech-enhanced pedagogy.

#### **8. PROFESSIONAL DEVELOPMENT AND COLLABORATION**

*High-quality, coherent professional development programs based on collaboration, mutual trust and*

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6. Gandara, P., Alvarado, E., Driscoll, A., & Orfield, G. (2012). *Building Pathways to Transfer: Community Colleges That Break the Chain of Failure for Students of Color*. Civil Rights Project, <http://www.civilrightsproject.ucla.edu>.

7. These include, but are not limited to, Disabled Students Programs and Services, EOPS, Transitional Studies, the Resource Centers (Family, Women's, Queer, Multicultural, Veterans), SCube, VIDA, the Bookloan Program, HARTS, Guardian Scholars, Project SURVIVE, the Gender Diversity Project, Second Chance, WAYPASS, the Writing Success Project, Peer Case Management, and all retention programs.

*reciprocal accountability will foster student growth.*

Provide faculty with opportunities to master evidence-based and interactive pedagogies; to use qualitative as well as quantitative data to reflect on student outcomes; to learn the histories of students' diverse communities; to work with students on program improvement; and to have access to resources needed to strengthen educational programs.<sup>8</sup>

## **9. DIVERSITY IN HIRING**

*A faculty more reflective of our students will enhance their learning opportunities.*

Deepen our practical commitment to diversity in faculty hiring, with specific short-term and long-term steps and regular reports. Decrease barriers that discourage qualified and diverse applicants from applying, and, once hired, retain them through mentorships. Promote the hiring of our students into faculty and staff positions by supporting programs such as Grow Your Own.

## **10. DEMOCRATIC GOVERNANCE**

*Collaboration among faculty, staff, students and administration promotes responsive leadership.*

Distribute power equitably. Foster new leadership opportunities. Ensure inclusion of constituencies and limit overrepresentation from any group. Students should be represented and respected on all governing bodies.

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8. Some examples of strong efforts currently under way include the Multi-cultural Infusion Project, the Metro Academies faculty learning communities, and the Diversity and Social Justice course series. Useful frameworks for school transformation include the Equity-Driven Systems Change Process from California Tomorrow, and the Equity Scorecard from the Center for Urban Education at USC.