



## **Associated Students of Fullerton College Resolution**

**Author(s): Erin Lacorte, Sheree Brewster**

**Date Passed:**

**Vote:**

### **Resolution regarding the strengthening support for Ethnic Studies**

**WHEREAS**, “the strain of an unbalanced racial climate is affecting all members of the higher education enterprise and, consequently, faculty, administrators, staff, and students need campus environments that more deliberately address our country’s changing racial demographics. [1]

**WHEREAS**, the frequency of microaggressions experienced by faculty of color, the lack of support for programs and disciplines perceived to be linked to “activism,” the lack of mentorship, the lack of opportunities to participate in significant district initiatives, the experience of burnout and fatigue from being persistently tapped to champion diversity efforts and mentor students of color and the nascent “tokenism” of being included strictly for the appearance of diversity without meaningful engagement. One of the key findings in the report is that diversity increases student achievement.” [2]

**WHEREAS**, the Vision for Success, Diversity, Equity and Inclusion Task Force from the Chancellor’s office reported “In short, the *Vision* urges leaders to think differently and take unrelenting action toward improving outcomes for students and communities. Embedded in all the *Vision* goals are clear equity imperatives that are embodied in the *Vision* commitments; the shifts required of the system to close the achievement gap demand a relentless focus on students’ end goals while concurrently considering students’ needs. This requires centering students at the core of all college efforts. [2]

**WHEREAS**, “Courses offered from ethnic studies disciplines engage students in dynamic and rigorous instruction through discipline-specific theoretical lenses that teach them about the history, expressions, and contributions of the diverse cultures that make up California and the U.S. and also how to engage in a critical analysis of these cultures in relation to each other and to society overall in order to understand and address how they are impacted by such things as systemic racism and classism;” [3]

**WHEREAS**, “Student Equity funding was established in the 2014-15 Budget Act to “... ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances.” While a requirement has been in place since 1996 that colleges adopt Student Equity Plans, this is the first time that dedicated state resources have been provided to support efforts to achieve the goals reflected in those plans. Together with the doubling of funds for the Student Success and Support Program, this is a valuable investment in the system’s Student Success Initiative to help colleges achieve student success goals for all students.” [4]

**WHEREAS**, According to Fullerton College 2015 Student Equity Plan, “The Ethnic Studies

department has shown that participation in extracurricular programming has contributed to students' success in their courses. In fall 2014, 95% of the students in Introduction to Chicano/Chicana Studies and 100% of the students in Introduction to Ethnic Studies who participated in the Day of the Dead activities passed with a C or higher. Guest speakers will provide opportunities for students to be more engaged with the material they are learning and to see how the skills and knowledge they are learning in their classes can be applied in the "real world." These activities also address the campus goal of reducing the achievement gap by increasing the number of underrepresented students. These activities provide opportunities for students to become engaged and feel connected." [5]

**WHEREAS**, Fullerton's College's commitment to anti-racism statement makes the following claims as goals for the college:

- Challenge and revise policies and practices to honor the dignity of each student, faculty and staff.
- Strengthen our efforts to recruit and hire Black, Indigenous and People of Color in all areas of the college.
- Create a culture in which Black, Indigenous and People of Color receive ongoing support to thrive and advance professionally [6]

**WHEREAS**, According to CSU General Education Breadth Requirements for Ethnic Studies under Article 5. Transfer and Articulation, "This article pertains to regionally accredited CCC and non-CSU institutions that certify transfer students' fulfillment of CSU GE requirements. 1. Under Premises of General Education Breadth Transfer and Certification. a. It is the joint responsibility of the public segments of higher education to ensure that students are able to transfer without unreasonable loss of credit or time." [7]

**WHEREAS**, many students who are enrolled at a UC or CSU also enroll in classes at Fullerton College in order to take classes that meet their general education requirements, such as the new Ethnic Studies requirement. It is imperative to strengthen and support Ethnic Studies at Fullerton College since California has now passed Ethnic Studies graduation requirements for the high schools, CSUs and UCs. Fullerton College is the center of that pipeline, and our growth supports both high school students (some of whom are dual enrolled) and those transferring to 4 year university in meeting the requirement. [8]

**RESOLVED**, that Fullerton College and the North Orange County Community College District (NOCCCD) Board of Trustees work together to make strides in creating a more diverse, equitable, and inclusionary learning space for students by prioritizing the hiring of more full-time tenure track faculty for Ethnic Studies that represent the student population and have the expertise in the discipline.

**RESOLVED**, that Fullerton College and the North Orange County Community College District prioritize institutional support and funding for Ethnic Studies Departments to meet the growing demand of Ethnic Studies classes that will allow students to meet the graduation requirements that have recently been passed for all California high schools, CSUs, UCs and community colleges.

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**Citation 1:**

<https://www.higheredtoday.org/2016/06/29/affirming-racial-diversity-student-affairs-as-a-change-agent/>

**Citation 2:**

[https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO\\_DEI\\_Report.pdf?la=en&hash=69E11E4DAB1DEBA3181E053BEE89E7BC3A709BEE](https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_DEI_Report.pdf?la=en&hash=69E11E4DAB1DEBA3181E053BEE89E7BC3A709BEE)

**Citation 3:**

<https://www.asccc.org/resolutions/clarify-and-strengthen-ethnic-studies-general-education-requirement>

**Citation 4:**

<https://www.nocccd.edu/instruction-and-curriculum/818/student-equity-plans>

**Citation 5:**

[https://www.nocccd.edu/files/fullerton-college-student-equity-plan-2015\\_79404.pdf](https://www.nocccd.edu/files/fullerton-college-student-equity-plan-2015_79404.pdf)

**Citation 6:**

[https://www.fullcoll.edu/wp-content/uploads/2020/11/Fullerton-College\\_AntiRacism-Statement\\_PAC-Oct-28.pdf](https://www.fullcoll.edu/wp-content/uploads/2020/11/Fullerton-College_AntiRacism-Statement_PAC-Oct-28.pdf)

**Citation 7:**

<https://calstate.policystat.com/policy/8919100/latest/>

**Citation 8:**

[https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB101](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB101)