



Resolution S2025.01

Recommendation of Ongoing Professional Learning for Inclusive and Equitable Meeting Facilitation Practices

Moved:

Seconded:

Whereas, the effective employment of community engagement guidelines ensures more equitable and inclusive facilitation of meeting dialog and spaces; and

Whereas, local and statewide conduct standards promote community engagement practices, as found in the Santa Ana College Participatory Governance Handbook (Section 4: Expectations and Engagement), RSCCD's BP 7001: Code of Ethics, and ASCCC's 20.01 Code of Ethics (Code of Conduct for Executive Committee Members, Section 6: Collaboration and Cooperation); and

Whereas, a goal of the Academic Senate Intersectionality, Race, & Social Justice (IRSJ) Advisory Group is to advance professional learning that builds facilitation competencies to address and dismantle racism, sexism, ableism, transphobia and other forms of oppression from faculty-led and shared governance spaces; and

Whereas, equity and inclusion require ongoing learning and reflection to develop facilitation skills that effectively address power dynamics, employ culturally responsive practices, foster full participation, and create welcoming spaces for all voices, especially those from historically marginalized groups; and

Whereas, the Academic Senate via the IRSJ Advisory Group recommends comprehensive and ongoing professional learning opportunities that prioritize equitable and inclusive meeting facilitation practices, including the effective employment of community engagement guidelines, conduct standards, and best practices refreshment;

Resolved, completion of such professional learning become a required component of the onboarding process for all campus leaders, including Administrators, Faculty, Classified Professionals, and students responsible for chairing and facilitating shared governance meeting spaces, as well as aspiring leaders; and

Resolved, SAC's Equity-Minded Teaching and Learning Institute and Courageous Leadership Institute are examples of spaces where these professional learning opportunities can be practiced. These, along with the development of new professional learning initiatives, should receive ongoing institutional support for curriculum development, facilitation, and curricular updates.

Date Presented:

Date Passed: