

Suggested AACC Guidelines for Friday, March 1

Guiding Question: The committee's aspiration is to promote what is in the best interest of our students

AACC defined in the FA CBS Article 8D.: Committee shall identify potential benefits, costs and negotiable issues, if any, that would have to be addressed and negotiated by District with appropriate Faculty Association representatives

The committee has been asked to form a recommendation on what is in the best interest of students at this time in this district. Should the AACC recommend moving forward, it is understood the next essential steps will include study and discussion of topics that the district, colleges, committees, and bargaining units need to cover leading to a decision on adopting a compressed calendar. Further discussions with peer institutions will be one important source of additional information.

Potential community agreements:

1. Consider different standpoints and be open to other thoughts
2. Differences and challenges should be constructive. Challenge the idea not the person. (Cornell University)
3. One mic
4. Take space/make space: Be aware of how much time we speak and make space for others. Be aware if you are not being heard and make space for yourself (Washington University)
5. Bring out ideas/solutions that have not been represented yet (Washington University in St. Louis)
6. Support your arguments with evidence/don't make assumptions
7. Come from the approach: how can I help us move forward toward our goal?
8. Try to use "I" and/or "we" statements when possible.
9. Stay curious
10. Respect each other's opinions and value the different viewpoints brought to the discussion.
11. It is okay to change your mind.
12. Listen to one another, do not let yourself be bullied into changing your opinion, and do not bully anyone else.

Guiding thoughts for discussion:

1. What do we agree on? What do we know for sure?
2. What information is persuasive/valuable to you? Why?
3. What work has the committee done that is worth passing forward?
4. What questions have we answered?
5. What questions have not been answered?
6. Some things may remain unresolved ... and that's OK. (Cornell University)

How we (the AACC members) create a recommendation:

1. Focus on: What is in the best interest of the students?
2. Discussion (refer to community agreements above)
3. Motions and seconds will be entertained.
4. The recommendation does not have to be binary.
5. As needed, the AACC co-chairs will call for votes. Votes will be cast without attribution to individuals. Votes will be taken when quorum is met; quorum for this purpose is defined as 50% overall to ensure 40% from each constituency group. The AACC composition is 18 total members: 2 Student members; 5 Classified Professionals; 6 Faculty members; 5 Administrators. Quorum would mean 50% (9 members) ensuring at least 40% from each group (1 Student member, 2 Classified Professionals, 3 Faculty members, 2 Administrators).
6. The right of AACC members to stay anonymous in their voting will be upheld. Each of the AACC co-chairs will count votes, confirm the counts and ask a third member from Classified Professionals to confirm the count. The panel (co-chairs + designated Classified Professional) will share the results with the committee. The majority vote will constitute the recommendation. will prevail. In the event there is not a clear majority, the committee may forward their concurring or plurality opinions to the chancellor explaining the members were split. Members will be allowed to cast an abstention, absent members at the time of voting will be counted as absent. Final vote counts will not be published.
7. A final call for edits to the recommendation can follow the vote via email, with any of the members contributing to the co-chairs' call for final edits, due by 2pm on March 4.
8. The final recommendation will be emailed to the Chancellor with the AACC members copied no later than the end of day March 4, 2024 and published on the AACC landing page.

Support and ideas were gathered from:

<https://ctl.wustl.edu/resources/establishing-classroom-ground-rules/>

<https://idp.cornell.edu/idp-resources/idp-resource-community-agreements/>

<https://teaching.washington.edu/course-design/developing-community-agreements/>