

NACCS Denver, CO Business Meeting Agenda 4/9/2016

- Welcome
- Organizational Accomplishments
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Consent Agenda Resolution Voting

Resolution requesting NACCS be a signatory to a letter demanding that public schools follow their anti-discrimination policy as required by federal law and address and follow best practices to promote culturally inclusive experiences for students.

K-12 Caucus, with support of Rocky Mountain Foco

NACCS Conference 2016

Approved by K-12 Caucus Thursday, April 7th 2016

Marijane Hope Dalayan Castillo

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Whereas there is a pervasive xenophobic, anti-immigrant policy, discourse and rhetoric committed nationwide by numerous persons and institutions.

Whereas there is continuing institutional violence in our K-12 schools regarding Mexican American studies and Ethnic studies. Interdisciplinary programs have been devalued and marginalized in the state of Wyoming, reflecting trends across the United States as marginalized voices and experiences continue to be silenced.

Whereas national levels of institutional violence play out in rural communities in alarming ways. Most recently, John Egan, a substitute schoolteacher at the Johnson County School District in Buffalo Wyoming, refused to display a student project that depicted a very racist and violent image. Students were asked to construct a game that depicted the Battle of the Alamo. Two students attached an image to a cereal box with a realistic, movable cardboard knife sticking into a stereotyped Mexican with the caption, "Can you pin a knife in the Mexican." Please see exhibit A and B, the image of the project, and the first hand account of said teacher.

Whereas the Wyoming State Social Studies Standards (adopted 2014) outline important methods of implementing multicultural education that run contrary to said project: "In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. This understanding allows students to relate to peoples of local, tribal, state, national, and global communities" (<http://edu.wyoming.gov/educators/standards/social-studies/>).

Whereas the events that have transpired in Wyoming carry larger national implications in K-12 education in regard to xenophobia and the expressions of hatred and fear toward Mexican-Americans in historical and contemporary contexts. Chican@ studies and Ethnic studies play a pivotal role in multicultural curriculum that promotes nuanced understandings of complex historical events.

Whereas K-12 Education Caucus has a responsibility as administrators, educators, practitioners and supporters of education, to empower faculty and administration to develop effective and appropriate instruction and practice.

THEREFORE BE IT RESOLVED that the National Association for Chicana and Chicano Studies offer national support and sign the letter from the K-12 Caucus, the Rocky Mountain Foco, and MEChA at the University of Wyoming in their open letter the the Johnson County School District #1 Superintendent, the Wyoming State Board of Education, and the University of Wyoming College of Education to demand the following:

- That Johnson County School District #1 issue a public statement that affirms their anti-discrimination policy and makes public the ways in which they handled this act of racial discrimination
- That Wyoming Public Schools provide professional development that is culturally inclusive of communities of color and increases cultural competence
- That Johnson County Schools appoint a neutral body to address issues of discrimination
- That Wyoming Public Schools offer a culturally relevant curriculum and learning opportunities where students can increase and build their cultural sensitivity in line with stated objectives in social studies curriculum and elsewhere
- That the University of Wyoming College of Education, as the primary producer of teachers in the state of Wyoming, continue to work with future teachers and school districts to improve methods of multicultural education.

University of Wyoming
College of Education
Ray Reutzler, Dean
Department 3374
1000 E. University Ave.

Laramie, WY
Phone (307) 766-3145
Email: edquest@uwyo.edu

Johnson County School District #1

Dr. Gerry Chase, Superintendent
601 West Lott Street
Buffalo, WY 82834
(307) 684-9571
Email: gchase@jcsd1.us

April 8, 2016

Open Letter from MEChA at the University of Wyoming to Johnson County School District #1, the Wyoming State Board of Education and the University of Wyoming College of Education:

The so-called "Equality State" has proven itself to be xenophobic and racist time and time again. In a conservative state like Wyoming, there is a general discourse that dismisses issues of race at both an individual and institutional level. When people of color address these issues, they are brushed off as isolated incidents. Many will recall that Wyoming was thrust into the national spotlight in the late 1990s following the brutal murder of Matthew Shepard, thereby exposing the state to the broader climate and lived experiences of marginalized peoples. More than 20 years later, similar demonstrations of hatred and violence continue to target communities of color and other marginalized people not only in Wyoming, but also across the country and world.

The image we share with you speaks volumes to the social injustices of our educational system in the state of Wyoming and across our nation. We have provided you all with a press release from John Egan, a substitute teacher in the Johnson County School District (Buffalo, WY), who witnessed a student project promoting racial violence and aggression. Also, there is an image, which recreates the student project, in question. Please be aware that the image of the student project itself might cause strong personal, and emotional reactions. There is no doubt that the product of this project symbolizes racial violence and hate, thus perpetuating racist and xenophobic ideologies. As is stated in the Wyoming Constitution in Article 1 section 3 and Article 7 section 10, no human being, regardless of race, class, gender identity, religion, sexual orientation, ability, residential status, or national origin, should ever have violence or hate targeted toward their own identity and background.

The lack of institutional acknowledgement and inaction within local and state governments in Wyoming, as well as at the University of Wyoming, denies marginalized people their experiences while simultaneously perpetuating ideals of prejudice, discrimination, and hate.

It is imperative that we raise awareness of these issues that often are shoved under the rug. It is time for the University of Wyoming to lead the state of Wyoming in the education of our youth with dedicated and required courses for the social relevancy and competency of all marginalized groups and to work in conjunction with K-12 schools to create atmospheres that value multiculturalism and complex historical, political, social, and cultural understandings of the world around us.

In this light, we fully support the currently petition being led by the United Multicultural Council at the University of Wyoming for individual colleges at the university to require their students to take both Diversity and Global Awareness courses as undergraduate degree requirements. As students, we demand a better-rounded education for our youth in Wyoming both in our K-12 institutions, as well as at the University of Wyoming.

Furthermore, the College of Education at the university should provide more resources and educational courses toward preparing future educators on cultural competency in order to create an inclusive classroom environment for all students, regardless of background. Seeing as the majority of students in Wyoming will continue their educational careers at the university, it is the responsibility of UW to appropriately educate them on all matters, of race, diversity, inclusion, and social awareness. Given the current national rhetoric on xenophobia and racism, it is crucial that we incorporate curricula that provide our children with critical analytical skills that will lessen discrimination, prejudice and xenophobia.

We demand that the state of Wyoming and respective school districts refer back to and reinforce their anti-discrimination policies. We demand that Wyoming schools provide professional development that is culturally inclusive of communities of color and increases cultural awareness. We demand that the Johnson County School District appoint a neutral body to address larger concerns of discrimination as they arise. We demand that Wyoming schools offer a culturally relevant curriculum and learning opportunities where students can increase their cultural sensitivity in line with stated objectives in social studies curriculum and elsewhere. We demand that the University of Wyoming College of Education, as a primary producer of future educators in the state of Wyoming, continue to work with current and future teachers and school districts to improve methods of multicultural education.

As MEChA, we find the current set of events in Johnson County School District appalling and outrageous. We demand transparency from the Johnson County School Board and the Wyoming State School Board of Education surrounding this event and hope to create bridges via meaningful dialogue with all parties involved. We recognize the importance of community building as a necessary pathway to prepare the youth of our state. We will continue to spread awareness of this situation and will plan future actions as an organization if necessary.

We are here in hopes of building a nation-wide push with other universities, educational institutions and associations, and socially oriented organizations to address the need for a diverse, inclusive curriculum for prospective students who are living in fragmented societies.

Thank you for your time,

Movimiento Estudiantil Chicanx de Aztlán
University of Wyoming

NACCS2016Resolutions

**Solidarity and Support of Somos América/We Are America in Its Fight against SB 1377
and Other New Anti-Immigrant Laws in Arizona**

Whereas the rise of Donald Trump, which was launched and facilitated by his summer 2015 attack on Mexican immigrants as criminals and his call for building an 80-foot wall along the United States-Mexican border, has reawakened and reactivated extremist, anti-immigrant Arizona legislators who have authored new anti-immigrant laws like HB 2451, SB 1377, and several others;

Whereas as SB 1377 has been passed by the Arizona House of Representatives and the Arizona Senate, and now awaits on the desk of Governor Doug Ducey for his signature in order to become Arizona law;

Whereas SB 1377 has been identified by many, including the Libertarian think tank Cato Institute, as the new expression of past Arizona anti-immigrant laws such as 1) the 2007 Legal Arizona Workers Act (LAWA) that mandated E-Verify for all

employers and 2) SB 1070, or the Show Me Your Papers Law, that empowered state law enforcement agencies to enforce federal immigration laws;

And whereas Somos America / We Are America organized and lead the 2006 Phoenix march of over 200,000 people against the Sensenbrenner bill, headed the Arizona Boycott against SB 1070 from 2010 to 2012, and is now leading the struggle against SB 1377 and other new Arizona anti-immigrant laws;

Let it be resolved that the new NACCS Chair will write and send a letter (see attached draft) by the end of this week to Governor Ducey where 1) the Chair asks the Arizona Governor to not sign SB 1377 into law and to discourage any new extremist, anti-immigrant Arizona laws similar to SB 1070 and 2) Chair declares that, if SB 1377 is signed into law, and other anti-immigrant laws move forward this year or in 2017 in the Arizona Legislature, NACCS will join the call for a new national Arizona Boycott similar to the past one held against SB 1070;

And let it be resolved that the NACCS Board will offer the opportunity and encourage its FOCO and Caucus Chairs, as well as its respective members, to sign the letter sent to Governor Ducey and dated April 6, 2016 (see attachment).

Sponsor: Rocky Mountain Foco

Contacts: Vanessa Fonseca, 505.220-7735, vfonseca@uwyo.edu, and Manuel de Jesús Hernández G., 480.678-1237, Manuel.Hernandez@asu.edu

Sponsor: René Núñez Political Action Caucus

Contacts: José G. Moreno, 805.216-7202, and Manuel de Jesús Hernández G. 480.678-1237, Manuel.Hernandez@asu.edu

Cost: \$ 0.00

April 9, 2016

The Honorable Governor Doug Ducey
1700 West Washington Street
Phoenix, Arizona 85007

Dear Governor Ducey,

At our 43rd Conference of the National Association for Chicana and Chicano Studies held in the great city of Denver, Colorado, and attended by hundreds of our members from all across the Southwest, the Midwest, the Pacific Northwest, the rest of the United States, as well as guests from Europe and Latin America, it come to our attention the resurgence of several, new Anti-immigrant laws, like SB 1070, in your own greater state of Arizona, as inspired by Donald Trump.

Particularly and with urgency, we call your attention to SB 1377 that, on your desk, awaits your signature in order to become law. For the greater good of our country, where over the centuries and the past decades Mexican Americans and other US Latinos have worked to earn full citizenship and a safe space without racial discrimination and profiling, we ask that you exercise your right as a Governor and veto SB 1377.

Consider that even the Libertarian think tank Cato Institute, which generally aligns itself with the policies of your Republican Party, considers SB 1377 a new expression of past Arizona Anti-immigrant laws such as the 2007 Legal Arizona Workers Act (LAWA) and SB 1070. Moreover, Adam Bates and Alex Nowrasteh, members of said institute, consider that SB 1377 serves “no public interest” and represents a “draconian sentencing structure” against Mexican or other migrants. These two points expose and mark the same racial profiling behind the insidious and divisive SB 1070.

With such history of poorly thought out Arizona immigration bills, Governor Ducey, I write to your office and request that, in defending the greater American good, you veto SB 1377, which is now on top of your desk. Additionally, we

encourage your office to speak to Arizona legislators and discourage them from writing any new extremist, anti-immigrant laws, similar to SB 1070, this legislative year 2016 or the next one, 2017, and in the future.

If such type of laws continue to be authored in the Arizona Legislature, NACCS will be left with no recourse but, in line with a resolution passed unanimously at our 43rd national conference (see attachment), to exercise its standing mission and join the call for a new national Arizona Boycott similar to the one against SB 1070.

Respectfully,

V. June Pedraza, Chair
National Association for Chicana and Chicano Studies

National Association for Chicana and Chicano Studies
Northern California Foco
Annual Meeting-Denver, Colorado
April 8, 2016

Resolution to Honor the Life and Work of Dr. Horacio N. Roque Ramirez

WHEREAS, in the mission of NACCS there is an objective of addressing, supporting and honoring the scholarship that reflects the contributions of our communities and its members,

WHEREAS, NACCS established institutional means to recognize the academic and activist work of those who shaped Chicana and Chicano Studies,

WHEREAS, Dr. Horacio N. Roque Ramirez was an active member of NACCS from his time as a Ph.D. student in Ethnic Studies at UC Berkeley in 1995

WHEREAS, Horacio worked diligently to define a part of Chicana and Chicano Studies that nurtured his intellectual work as a Salvadoran Queer Scholar situating himself within a Chicana and Chicano Studies which he described as a conceptual tool to address inequality, disenfranchisement and innovation,

WHEREAS, Horacio engaged in public history and activist scholarship on behalf of immigrants who faced marginality and deportation, even while an undergraduate student at UCLA, building the scholarship, engaging in legal research and creating vital archives to further this area of need in our communities,

WHEREAS, Dr. Roque Ramirez described himself as a an “expert witness on political asylum and immigration” in particular in relation to political asylum based on gender identity, sexuality, HIV status and domestic and gang-related forms of persecution and violence, and authored important testimony used to defend asylum seekers,

WHEREAS, in 2000 Horacio earned the Cervantes Graduate Student Premio for his scholarship on Gay Latina/os in the greater Bay Area, and continued to develop a respectable list of publications which began as conference papers at NACCS and have become his brand of Chicana and Chicano Studies,

WHEREAS, at the time of his death in December of 2015, Professor Roque Ramirez was on medical leave from the Chicana and Chicano Studies Department at UCSB

WHEREAS, Dr. Roque Ramirez had a clear trajectory of engagement in NACCS as a scholar, committee member, conference organizer, presenter, and mentor which he honored by paying toward lifetime membership,

Therefore, be it resolved that the Immigrant Student Beca which came about as a Resolution in 2007 from the Northern California Foco with input and support from Horacio be named the **Dr. Horacio N. Roque Ramirez Immigrant Student Beca**.

Be it further resolved, that NACCS establishes a donation category to raise the money for the renamed Beca to develop an Endowment to build a financial base to support the Beca in perpetuity.

Let it also be resolved, that NACCS grants Dr. Horacio N. Roque Ramirez lifetime membership posthumously.

Bylaws Implications: NONE

Financial Implications: NONE

Submitted by: Julia E. Curry Rodríguez for the Northern California FOCO and NACCS
Contact Information: 510-377-3828, Julia.Curry@sjsu.edu, Mexican American Studies, San José State University, One Washington Square, San Jose, CA 95192-0118.

The spirit of this resolution was discussed, voted, and passed unanimously at our Foco on Thursday, April 7 in Denver, Colorado.

Resolution 2016

NACCS

Acknowledgement of Francisco X. Alarcon Contributions to NACCS Scholars and Activists

WHEREAS, Francisco X. Alarcon was a scholar of Mesoamerican language and Indigeneity, award-winning Poet, writer, children's book author, activist, and professor of Spanish at U.C. Davis. He restructured Spanish courses to incorporate Spanglish and Chicana/o Studies within the discipline. Member of Los Escriteros del Nuevo Sol de Sacramento, Alarcon played an important role in the Chicana/o poetry movement. His countless service made a lasting impact on the community.

WHEREAS, Alarcon's contributions to Chicana/o literature are recognized nationally and internationally and he was the founder of Spanish for Spanish Speakers, which impacted how Chicanas/os were taught Spanish, recognizing and honoring their own linguistic heritage.

WHEREAS, his poetry written in Nahuatl, Spanish, and English was groundbreaking in Chicana/o literature, *Snake Poems* being an example of his literary genius.

WHEREAS, the sudden death of Francisco X. Alarcon on January 15th 2016 impacted the community of Sacramento/Davis/Woodland and the Chicana/o community at large.

NOW, THEREFORE, BE IT RESOLVED that NACCS board of directors send a letter of condolence and acknowledgment to his husband letting him know that the Indigenous Caucus and the entire body of NACCS recognized him at this conference in 2016.

Address:

Javier Pinzon (spouse)

1712 Albion Place

Davis, CA 95618

Javierpinzon1920@gmail.com

April 9, 2015

Mr. Javier Pinzon

1712 Albion Place

Davis, CA 95618

Javierpinzon1920@gmail.com

Estimado Sr. Javier Pinzon,

The National Association for Chicana and Chicano Studies (NACCS) expresses our condolences. We acknowledge that your spouse Francisco X. Alarcon was an amazing scholar of Mesoamerican language and Indigeneity, award-winning Poet, writer, children's book author, activist, and professor of Spanish at U.C. Davis. We know that his sudden death impacted you, his extended family, and the community of Sacramento/Davis/Woodland and the Chicana/o community at large.

We are grateful that Francisco X. Alarcon inspired so many in Chicana/o Studies. We appreciate that created Spanish for Spanish Speakers courses to incorporate Spanglish and Chicana/o Studies within the discipline. Alarcon's contributions to Chicana/o literature are recognized nationally and internationally, which impacted how Chicanas/os were taught Spanish, recognizing and honoring their own linguistic heritage. Without doubt, his poetry written in Nahuatl, Spanish, and English was groundbreaking in Chicana/o literature, *Snake Poems* being an example of his literary genius. As a member of Los Escriteros del Nuevo Sol de Sacramento, Alarcon we know he played an important role in the Chicana/o poetry movement. We appreciate that he mobilized poet against Arizona SB 1070. His countless service to universities, libraries, and community centers made a lasting impact on the community. The Indigenous Caucus and the entire body of NACCS recognized him at this conference in 2016.

Con todo corazon, Sr. Pinzon we thank you for continuing to share his work with others at conferences and workshops through US, Mexico, and Latin America. We hope that you have the support that you need in this difficult transition. Know that you have a community at NACCS. Look forward to seeing you in the near future. If you need more information about NACCS please contact us directly or feel free to reach out to your neighbor, NACCS Indigenous Caucus Co-Chair, Melissa Moreno at melissamoreno@yahoo.com or 530-400-0439.

Sincerely,

NACCS Board

STUDENT CAUCUS OF NACCS RESOLUTION

TO REQUEST THAT THE GOVERNING BODY OF NACCS ADDRESS THE CONTINUING ISSUE OF INSTITUTIONAL VIOLENCE BY FORMALIZING ITS DEFINITION IN THE SPACE OF NACCS BY USIG THE DEFINITION ALREADY PROVIDED IN THE SPRING 2014 MALCS JOURNAL

PREAMBLE

The National Association for Chicana and Chicano Studies (NACCS), the major professional organization for Chicana and Chicano Studies, is committed to preserving the core values of democratic participation, transparency, accountability, and faculty, student and community engagement in Mexican American Studies in the United States. The Student Caucus of NACCS is obliged to enlighten NACCS that

there are members within the participatory scope of NACCS and its extensions (conferences, listservs, cohorts, etc.) who are engaging in highly unethical and contradictive forms to our organization's defining principles.

Referring to the 2014 and 2015 NACCS Business Meeting, student/members brought their experiences with institutional violence at their respective institutions to the attention of the governing body of NACCS. It is our (Student Caucus of NACCS) understanding that last year's (2015) resolution was delayed due to formalities. Given the legal constraints our institution is forced to navigate, we fear that this issue has the potential to be relegated to arbitrary spaces therefore continuing to go unaddressed. The Student Caucus of NACCS is requesting the following:

WHEREAS, the NACCS Mission is to advance the interest and needs of the Chicana and Chicano community and to advance the professional interest and needs of Chicanas and Chicanos in the academy, the issue of the abuse of institutional power leading to institutional violence by faculty is contradictory to and taints the atmosphere of NACCS but furthermore the ability for scholars to be active agents of their own futures;

WHEREAS, ARTICLE II Item 1 in the Mission states the NACCS is to facilitate dialogue about Chicana and Chicano experiences among scholars, students, and community members, NACCS has a moral, ethical, and professional obligation to make this topic and others regarding Hetero-Patriarchal Institutional Violence or, Institutional Violence of any kind, immediately part of the discussion in a sincere fashion that will address the allegations against members of any orientation to ensure that this type of grotesque behavior not be tolerated in these spaces;

WHEREAS, ARTICLE II Item 3 in the Mission calls for the recruitment of Chicanas and Chicanos of all levels of education, the actions by those perpetuating this violence is inconsistent to the overall efforts to "recruit" into Chicana@ Studies as previous incidents has had the opposite effect by driving student to distance themselves from the program at their respective institution.

WHEREAS, ARTICLE II Item 5 of the Mission directs NACCS to provide mentorship for undergraduate and graduate students to facilitate their entrance and success in the academy and the community, the behavior by those perpetuating this violence is again in conflict with the idea of "mentorship and the facilitation" in any capacity. By abusing institutional authority and positions of power, certain individuals are bullying and degrading the hard work of students enrolled in programs across the country.

WHEREAS, NACCS members/participants carry the ideals of NACCS into their personal and professional lives therefore carrying with them the founding principals of NACCS, should feel safe during their daily transactions free of worry about being attacked by other members/participants of NACCS outside and inside of conference spaces;

WHEREAS, NACCS postures itself as an organization that supports and promotes Chicana/o efforts in various forms, we should hold ourselves accountable to that standard and continue to look within our own organization to utilize the resources that exist such as the definition the MALCS Journal provides;

WHEREAS, by using the definition the Ad-Hoc Committee for Heteropatriarchal Institutional Violence already uses from the MALCS Journal, we are upholding our founding principles and continuing to promote the efforts of Chicanas within our own ranks and, since the work in the MALCS Journal has been done by NACCS members, we are organically growing as an organization and referencing/highlighting the work that has been accomplished by its members;

THEREFORE BE IT RESOLVED THAT, NACCS shows sincere concern in the lack of support and action by institutions at large and provide clarity on institutional violence in the NACCS space by formally using the ALREADY EXISTING definition for Institutional Violence, which exists in the Spring 2014 edition of The Journal of Mujeres Activas En Letras Y Cambio Social (MALCS) Volume 13 Issue 2 which reads;

“Institutional violence in general, and heteropatriarchal institutional violence in particular, are revealed in the ways social hierarchies and power are affected in the daily practices in all of our institutions. Institutional violence is structured into normalized processes and procedures that produce relationship of domination leading to multiple forms of violence including its most visible forms of physical and sexual violence.”

THEREFORE BE IT FURTHER RESOLVED THAT, since Appendix VI where Sexual harassment is listed doesn't fully encompass the wide ranging impacts of Heteropatriarchal Institutional violence, NACCS adds a new stand alone Appendix X in which the MALCS definition for Institutional Violence previously provided be stated as

Appendix X: Institutional Violence Statement

Institutional violence in general, and heteropatriarchal institutional violence in particular, are revealed in the ways social hierarchies and power are affected in the daily practices in all of our institutions. Institutional violence is structured into normalized processes and procedures that produce relationship of domination leading to multiple forms of violence including its most visible forms of physical and sexual violence.

Submitted by the Joto Caucus and LBMT Caucus; Co-Sponsors: Indigenous Caucus

Resolution to establish a Rotating Jotería and Indigenous Plenary

Whereas, the LBMT and Joto Caucus members, as well as several people in the wider membership, believe and support that there is a need to establish and highlight Jotería and Indigenous scholars, community, and scholarship;

Whereas, actively centering Jotería and Indigenous scholarship in the larger NACCS structure will allow for a more nuanced integration of these scholars, members, and community and further expand our vision of social justice as an organization;

Whereas, creating a rotating Jotería *and* Indigenous plenary within the large NACCS conference structure would provide queer Chicana/o/x and Indigenous scholars a space that would fully engage its participants with the emerging fields;

Therefore be it resolved, that the National Board shall commit to establishing a rotating Jotería plenary *and* Indigenous plenary, which would rotate annually with one of the established plenary sessions, be it the (I) NACCS Plenary, (II) Chicana Plenary and/or (III) Student Plenary.

Be it further resolved, that NACCS shall establish a regularly scheduled (I) Jotería Plenary, as well as a regularly scheduled (II) Indigenous Plenary.

Be it further resolved, that the LBMT, Joto and Indigenous Caucus shall be active in the planning and scheduling of these proposed plenaries. The National Board will confer with these caucuses who will advise them around invited participants, themes, and timeline.

Be it further resolved, that both of the proposed plenaries shall have Jotería and indigenous representation.

Online Resolution Voting

Resolution to Establish a Labor Caucus

WHEREAS, pursuant to ARTICLE VIII: CAUCUSES of NACCS By-Laws which provides the rules and procedures for caucuses; and

WHEREAS, *Section 6: Rules Governing the Establishment of a New Caucus* of ARTICLE VIII provides the rules for establishing a new caucus in NACCS; and

WHEREAS, we find a need for a space within our association that explicitly focuses on organized, unorganized, paid and unpaid labor and working class Chican@ movements; and

WHEREAS, we note that there is no caucus whose primary focus is on the praxis or power of workplace democracy and its impact on the daily lived labor realities of Chican@s

WHEREAS, we understand that there is overlap between all caucuses which share ideological, campaign and research interests; and

WHEREAS, we have identified this need and collected the required signatures from dues paying NACCS members and met the threshold outlined in Section 6 to establish a new caucus; and

WHEREAS, the Southern California-Mexico FOCO sponsors this resolution that calls for the creation of a Labor Caucus; and

WHEREAS, our goal is to have the caucus be a space to convene scholars who focus on issues of Labor and have a space to develop and present their work in a centralized space as well as have a consistent thematic presence within NACCS through organized panels, plenaries and regular meetings; and

WHEREAS, we aim to use the caucus space to organize and recruit scholars to the field of Chican@ Labor to engage in and advance action research and praxis related to issues of Labor in their respective local communities;

THEREFORE, LET IT BE RESOLVED, that NACCS establish a new Labor Caucus at the NACCS 2016 annual conference in Denver Colorado.

Sponsorship: SoCal-Mexico FOCO

Support: Midwest FOCO, Graduate Student Caucus, Indigenous Caucus, K-12 Caucus

By-Law implications: Yes
Financial implications: Yes

By Law implications: **Add** in ARTICLE VIII: CAUCUSES, Section 2: Caucuses

- 10. Labor Caucus

ARTICLE VIII: CAUCUSES

Caucuses are sources of initiative in the Association. Caucuses are groups of members in the Association who address substantive issues and organizational structure relevant to the Association. The internal structure of the Caucuses is determined by their membership in keeping with the general tone and direction of the Association. Caucuses must elect a Chair to oversee Caucus business, select Caucus Foco Representatives, and submit names to the National Board for NACCS committees. The Caucuses are expected to work from within the Focos. Caucuses are required to maintain at least 30 members in good standing to remain as active.

Section 1: Members

The members of the Association may choose to be part of any Caucus based on the descriptions and limitations provided. There is no requirement that members of the Association must participate in Caucuses. Some caucuses are safe places for the Association's members and members should take this into consideration when choosing to participate in a Caucus.

Section 2: Caucuses

NACCS shall be represented in the following caucuses:

1. Chicana Caucus: The Chicana Caucus consists of women NACCS members and women NACCS conference attendants. The caucus is concerned with gender equity and the needs and interests of women, heterosexual and lesbians. The Caucus addresses issues of sexism and patriarchy in the Association and in everyday life. At the annual conference the Caucus elects one representative as Chair for a two-year term, and one representative as a Chair-Elect also for a two-year term.
2. Rene Nuñez Political Action: This Caucus, also known by its acronym COMPAS, consists of persons interested in the empowerment and welfare of the Chicana and Chicano community. The Caucus is concerned with direct social action to address issues in our community and the organization. The Caucus elects a Chair for a two-year term at the Association's annual meeting.
3. Graduate Student Caucus: The Graduate Student Caucus consists of graduate students. The Caucus is concerned with providing a network for graduate students, promoting communication between graduate students, encouraging progressive research, and addressing issues affecting our communities. At the annual conference the Caucus membership in good standing elects one person as Chair for a one-year term.
4. Caucus Estudiantista Estudiantil Activista: The Caucus Estudiantista Estudiantil Activista consists of high school, undergraduate, and graduate students. The Caucus is concerned with equity for students and the needs and interests of students. Unlike the other Caucuses two students are selected as Chairs of this caucus, one male and one female student. If possible a graduate student and an undergraduate student shall be represented. Both of these students serve for a one-year term.
5. Lesbian, BiMujeres, and Trans Caucus: The Lesbian, BiMujeres, and Trans Caucus was founded to address and challenge the ongoing homophobia and heterosexism prevalent within academia and academic associations. The Caucus supports Lesbian, Gay, Bisexual, and Transgendered agendas and affords space in NACCS to meet,

to have workshops, and discuss issues in Chicana and Chicano studies and the transformation process that is education. The Caucus elects a Chair for a two-year term at the Association's annual meeting.

6. Joto Caucus: The Joto Caucus consists of gay, bisexual, and transgendered men. The Caucus is concerned with homophobia, heterosexism and equity and the needs and interests of gay, bisexual, and transgendered men. The Caucus addresses the issues of "sexualities, identities, homophobias, masculinities, and every day Chicano practices." The caucus at the annual conference elects one representative as Chair for a two-year term.

7. Community Caucus: The Community Caucus is comprised of community activists from all parts of the country. It is concerned with issues of community empowerment and with the needs and interests of the community. The Caucus elects a Chair for a two-year term at the Association's annual meeting.

8. K-12 Caucus: The K-12 Caucus consists of any person concerned with the development, promotion, and institutionalization of Chicana and Chicano Studies in K-12 curricula. The Caucus elects a Chair for a two-year term at the Association's annual meeting.

9. Indigenous Peoples/Indigenous Knowledges Caucus: The Indigenous Caucus is an inter-national organization of Indigenous/Xican@ (Chican@) scholars and activists committed to education as emancipation. We seek to further the teaching, study, representation, and collegial relationships among all our relations. To support the decolonization of Indigenous Peoples throughout the world, the Caucus advocates the following interventions: Endorse the development of critical, creative, ethical, and intuitive thinking, skills, and actions; Promote and protect Indigenous Peoples' sovereignty, languages, lands, cultures, resources, sexualities, and rights; Work towards the creation of an effective and pro-Indigenous United Nations Declaration on the Rights of Indigenous Peoples; Provide support, resources, and advocacy for Indigenous scholars working within the university; Advance libratory teaching, research, service, and relations; and Disseminate statements and positions on local, national, and global events that affect Indigenous Peoples.

10. Labor Caucus: The Labor Caucus is a space within our association that brings together scholars that explicitly focus on organized, unorganized, paid and unpaid labor and working class Chican@ movements. Its primary focus is on the praxis and power of workplace democracy and its impact on the daily, lived labor realities of Chican@s. Our goal is to have the caucus be a space to convene scholars who focus on issues of Chican@ Labor and help them develop and present their work. We aim to organize and recruit scholars to the field of Chican@ Labor to engage in and advance action research as well as organize in their respective local communities to fight for the rights and interests of all workers.

NACCS 2016 Conference
 Asset and Liability Report: Year-to-Date
 As of March 31, 2016

The annual financial reporting cycle (fiscal year) of NACCS is from July 1 to June 30.

ASSETS

Checking Account

| | | |
|------------------------|--------|-------------|
| July 1, 2015 | | [23,400.83] |
| March 31, 2016 | | 80,321.32 |
| 2016 Conference Income | 87,010 | |

Antonia Casteñeda Endowment

| | | |
|------------------------------------|--|-------------|
| Edward Jones Investments - Calvert | | |
| June 26, 2015 | | [23,917.40] |
| March 24, 2016 | | 22,974.88 |

Donations

| | | |
|----------------------|------|------|
| | | 3221 |
| Student Support | 442 | |
| Development Fund | 50 | |
| Legal Defense Fund | 5 | |
| Immigrant BECA Award | 457 | |
| Conference Support | 915 | |
| NACCS Endowment | 100 | |
| Community/Low-Income | 52 | |
| Tejas Foco Donation | 1200 | |

Membership Dues

| | | |
|---------------------------------|--|--------|
| August 1, 2015 - March 31, 2016 | | 33,561 |
| Include Dues Paid to Caucus | | |

Web Advertisements

3750

TOTAL ASSETS

143,828.20

LIABILITIES

Antonia Casteñeda Endowment

| | | |
|------------------------------------|--|-------------|
| Edward Jones Investments - Calvert | | |
| June 26, 2015 | | [23,917.40] |
| March 24, 2016 | | 22,974.88 |

Caucus Dues

3035

Caucus Payments

Chicana Caucus

800

NACCS Awards

3700

| | | |
|----------------------|------|--|
| Cervantes Premio | 700 | |
| Immigrant Beca Award | 3000 | |

| | |
|---|-----------|
| Credit Card Fees | 4121.74 |
| Refund to Members | 140 |
| Bad Debt-CSU Chico | 560 |
| Paypay/Verisign | 719.40 |
| Post Office Box Rental | 90 |
| Security Certificates | 400 |
| Web Host | 6000 |
| Independent Contract Compensation | |
| Web, Conference oversight, program-Blackmer | 5000 |
| | |
| Foco Rebates Available 2016 | 1595 |
| | |
| Foco Payments | |
| Rocky Mountain Foco | 120 |
| Tejas Foco-Denise Chavez | 500 |
| Tejas Foco | 700 |
| | |
| Midyear Meetings ¹ | |
| Travel-NACCS Board | 2230.09 |
| Lodging-NACCS Board | 2859.64 |
| F&B | 189.73 |
| | |
| Program Meeting-Chair Elect & Past Chair | 1282.64 |
| Travel | |
| Lodging | |
| | |
| 2016 Conference Expenses | 6488.76 |
| Student Housing Fellows | |
| Plaques for Awards | 619.57 |
| Program Cover | 800.00 |
| Independent Contract Compensation | |
| Registration -Jamie Lamberti | 700.00 |
| Supplies (Name Tags, Copies, Ink, Paper) | 3331.01 |
| Travel-NACCS Assistants-Reg & Childcare | 1,038.18 |
| | |
| TOTAL LIABILITIES | 63,676.15 |
| | |
| NET WORTH (ASSETS LESS LIABILITIES) | 80,321.32 |

¹ Expense excludes NACCS Executive Director and Associate Director