

President’s Report

December 1, 2022

1. **2022 Fall Plenary Session:** In-person attendance over 150 and online attendance over 100. More than fifty resolutions and amendments were considered resulting in thirty-eight perfected and adopted resolutions, three referred resolutions, and one withdrawn resolution. Thank you to all that helped make this event successful!!
2. **The proposed CalGETC and General Education:** Through resolution [F22 15.01](https://www.asccc.org/resolutions/Endorsing-the-Proposed-Singular-Lower-Division-General-Education-Pathway-CalGETC), the delegates of the ASCCC voted to endorse the proposed CalGETC and urge that CSU make the Lifelong Learning and Self-development (LLSD) area a graduation requirement—similar to American institutions—instead of restricting it to an upper division general education requirement. In addition, three other resolutions—[F22 7.14](https://www.asccc.org/resolutions/reaffirming-mission-and-vision-california-community-colleges), [F22 09.02](https://www.asccc.org/resolutions/adding-lifelong-learning-and-self-development-requirement-proposed-lower-division), and [F22 15.06](https://www.asccc.org/resolutions/supporting-health-equity-implementation-ab-928-berman-2021-1)—were adopted to support maintaining LLSD opportunities for community college students. ICAS will consider the feedback from the academic senates from all three systems in establishing the final CalGETC pathway.

ICAS met yesterday. All three systems reported support for CalGETC thus far. The UC will finalize their position next week. To date, there has been no feedback from CSU regarding LLSD; discussions will continue.

Since general education for transfer is under consideration, the delegates of the ASCCC voted to work with the California Community Colleges Chancellor’s Office to align the general education pathways of the associate degree and the California community college baccalaureate degree with the proposed CalGETC pathway through resolutions [F22 7.01](https://www.asccc.org/resolutions/comprehensive-title-5-revision-align-associate-degree-general-education-ab-928-required) and [F22 7.02](https://www.asccc.org/resolutions/support-revisions-lower-division-general-education-requirements-california-community).

Finally, at the Community College League of California Annual Convention in November, the CEOs and Trustees voted unanimously on a resolution supporting lifelong learning, self-development, and kinesiology education and to work with the Chancellor’s Office and ASCCC to continue to provide such opportunities for CCC students.

1. **CCC Baccalaureate Degrees:** Discussions continue regarding what constitutes duplication of programs. The ASCCC delegates passed resolution [F22 15.05](https://www.asccc.org/resolutions/propose-definitions-baccalaureate-degree-duplication-and-non-duplication) to advocate for a definition of duplication that includes consideration for local unmet workforce needs, regional rather than statewide duplication, and potential impact on place-bound students while acknowledging the different roles and philosophical intentions of each system’s baccalaureate degrees, including in preparing students for careers, post-graduate education, and on-going research. The [CSU Academic Senate passed a resolution](https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2022-2023/3567.pdf) requesting clarifying legislation to AB 927 (Medina, 2021) that would prohibit community colleges from offering a baccalaureate program “*unless or until the objecting segment’s concerns have been addressed to the satisfaction of the objecting segment* ”. An [Inside Higher Ed article](https://www.insidehighered.com/blogs/confessions-community-college-dean/public-institutions-aren’t-built-compete-each-other) reported on the resolution. The Board of Governors will be considering approval of the recently proposed baccalaureate programs during the January 2023 Board of Governors meeting.
2. **Equal Employment Opportunity:** A webinar titled *Representation Matters: How Racial Equity in Recruitment, Hiring, and Retention of Black Faculty, Staff and Administrators Advances Equitable Outcomes in Student Achievement,* facilitated by the Chancellor’s Office with sponsorship from the ASCCC among other organizations, took place on November 18, 2022. The purpose of the event was to elevate the experiences of Black faculty, staff, and administrators. This event spotlighted equity champions and the tools, resources, and guidance available that support faculty, staff, and administrators’ ability to lead change in equity-focused hiring and retention practices while also supporting the cultivation of anti-racist teaching and learning environments. The webinar also included information on the [Equal Employment Opportunity Handbook](https://www.cccco.edu/-/media/CCCCO-Website/Reports/cccco-eeoreport-062022-a11y.pdf?la=en&hash=9D7F34D11B52A45F4C689F4AB733347067E8BC3D) that was recently revised and stressed the urgency needed to move in to ensure hiring practices for African Americans are in line with the historic resources and advocacy.

The Chancellor’s Office is working with system partners to pull together a committee to put together a 10-Point Plan for Faculty Diversity Hiring. More information to follow.

1. **Chancellor Search:** The search for the next Chancellor of the California Community Colleges is underway. The application deadline is December 8, 2022. Interviews to determine finalists will take place January 6-7, 2022 in a closed session. After that time the ASCCC and SSCCC participation will be concluded. Innterviews with the finalists will take place with the Board of Governors of the California Community Colleges January 26-27, 2023 in closed session. More information can be found on the [Chancellor Search](https://www.cccco.edu/About-Us/Board-of-Governors/chancellorsearch) webpage.
2. **Student Success Learning Tours:** The Chancellor’s Office is organizing a series of learning tours at various California community colleges to learn from students, faculty, staff, administrators, and trustees about their colleges with a focus on deeply understanding and elevating promising persistence and success strategies. The first tours took place November 8-9, 2022 at Santa Ana College, Santiago Canyon College, and Allan Hancock College. Those participating on the tour included members of the Board of Governors and leadership from the California Community Colleges Chancellor’s Office, the Student Senate for California Community Colleges, and the Academic Senate for California Community Colleges. Participants were excited to learn how these colleges are centering their work on the students and especially to hear from students about their success. The next tours will take place in spring 2023.
3. **Statewide Work:** A number of statewide task forces and committees are underway this academic year to implement recent legislative requirements. These bodies consist of multiple stakeholders with facilitation by consulting firms:

Facilitated by [SOVA](https://sova.org/):

* The [AB 928 Intersegmental Implementation Committee](https://www.ab928committee.org/) was established through legislative action in AB 928. This committee is to be chaired by the California Community Colleges Chancellor’s Office for the first two years, and then the chair position will transition to leadership at the California State University or the University of California.
* The AB 1111: Common Course Numbering Task Force was established through trailer bill language to implement AB 1111. The task force is managed by the California Community Colleges Chancellor’s Office and co-chaired by representatives from the ASCCC and the California Community Colleges Chief Instructional Officers Board. More information can be found on the [AB 1111: Common Course Numbering Project](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/common-course-numbering-project) webpage.

Facilitated by [Jobs for the Future (JFF):](https://www.jff.org/)

* The [Burden-Free Instructional Materials Task Force](https://web.cvent.com/event/a091912d-7ea1-42dc-96fe-bc7a1d4ca499/summary) is tasked to inform recommendations that will advance the Vision for Success to address burdens and friction points related to textbook costs, open educational resources and access to required course materials, and affordability of instructional materials. The task force is managed by the California Community Colleges Chancellor’s Office and co-chaired by representatives from the ASCCC and the Chief Student Service Officers Association.

Facilitated by [RTI International](https://www.rti.org/):

* The [Modern Policing Degree Task Force](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/modern-policing-degree-task-force) is a response to AB 89 (Jones-Sawyer, 2022), which raises the age limit to be a peace officer in California from 18 to 21, requires that new officers have a bachelor's degree, and is a response to heightened interest in decreasing officer use of force.The task force is managed by the California Community Colleges Chancellor’s Office, co-chaired by representatives from the ASCCC and the Commission on Peace Officer Standards and Training, and includes members from various system constituencies and external groups.

1. **AB 1111: Common Course Numbering:** The AB 1111 Common Course Numbering Task Force met earlier this week. The first two meetings consisted of information gathering. Drafting of recommendations for an implementation plan will begin at the February 2023 meeting. These meetings are open to the public.
2. **AB 1705:** AB 1705 (Irwin, 2022) was signed by the governor of California on September 30, 2022. Much of the legislation was modeled on the California Code of Regulations Title 5 that provided the minimum requirements for compliance with AB 705 (Irwin, 2017). However, AB 1705 has also come with additional requirements beyond those in AB 705. Over the next several months, the ASCCC will be working statewide to help inform guidance on AB 1705 implementation. In the meantime, colleges and especially faculty working with research colleagues should continue to collect and analyze comprehensive data, both quantitative and qualitative, in order to identify promising practices where students are successful and areas where improvements are still needed to meet the individual needs of the diverse student population in the California Community Colleges.
3. **Exemplary Program Awards:** The Exemplary Program Awards are on hold at this time. More information will follow.
4. **The ASCCC Executive Committee has work to do this spring**: Strategic Planning, Cultural Humility Training, Spring Plenary Session Planning, and more.