

Fall Plenary Reports by Lisa Harding (from Bc_faculty emails)

Day 1

Greetings from Sacramento!

Today was a great day at the State Plenary! A few new items arrived this evening on the resolution packet. To easily read "what is new" look at page 6, 7 and 8 for the title of the new resolutions. These will be noted with an #. If you have a position LET ME KNOW how to represent our college in these. A silent vote is a confirmation of the resolution.

There were 5 general sessions and one breakout session today. Some great takeaways for our local senate is focused on collegiality among senators. It seems our campus is not alone in the "lively discussions" we have experienced lately. I would like to refer to you the [pages from the local senates handbook especially to the included section IV on effectiveness of the Local Senate. \(alternate link to excerpt\)](#) Remember the Senate is for Faculty full-time and part-time. Much emphasis is on the necessity to retain the faculty voice in faculty matters. I found it a great read. If you are on a Senate Committee that includes a mix of members from all represented groups, you may want to review the role of Faculty on those committees.

Lots of discussion on the Faculty role in data driven decisions. The consensus is that many administrators and outside stakeholders are making decisions based on data that focuses on compliance and funding sources. As faculty we MUST focus on the student. Sometimes there is a disconnect between the funding and what we are seeing in the classroom. Who better understands our students than those of us that are directly dealing with students? I refer you to the [ppt slides "G3 Data and the Senates"](#). This presentation was one of the best I have attended at a Plenary. Faculty must request data that is pertinent to the students we are serving.

We often speak of academic freedom. Do you truly understand what that means to you as a faculty at BC? Do you understand the restrictions if you deviate from your COR? Academic freedom and Freedom of Speech may not give you carte blanche in what you say and do in your classroom. I refer you to the [powerpoint "G2 out of a multitude of tongues"](#) very informative.

Lastly, lots of discussion on the planned CalGETC a new general education pattern, in response to the Assembly Bill 928. This bill is already passed into law. This is a call for the CSU's the UC's and the CCC to align the general education pathway. This would remove the differences in IGETC and CSU GE requirements to all match for students to not be so confused as to what classes they need to fill the requirements for lower division credits. This has a direct effect on several of our current programs and courses. I refer you to the [G5 powerpoint on "aligning general education pathways"](#)

I am sorry I am not adept at linking the ppt in the text of the email. Voting occurs Saturday morning. I anticipate another round of amendments to resolutions tomorrow evening.

Thank you for the opportunity to represent Bakersfield College at this Plenary session.

Day 2

Greetings from Sacramento!

Day 2 was a long day and full of discussion, collaboration and presentations. You can find the voting items on the [ASCCC Website](#).

We began the day by reading the 34 new resolutions/amendments that were submitted last night. They have been read and the authors of some were asked about "intent". Discussion occurs tomorrow during voting, while it has been the regular practice in the Senate Plenary, I sometimes feel having the discussion on the first day would allow me to better explain the true intent of many of the confusing resolutions that come up for vote. (Maybe I should write a resolution for that??).

I attended a breakout session on [Faculty Engagement in Statewide Service](#). If you are interested in growing in Professional Development, understanding other colleges, or even helping with C-ID, the contact information is listed in the slide deck.

While I was learning all about statewide service, there was a concurrent session on the [state of ethnic studies](#). I cannot answer questions related to the presentation, but I did learn how to embed the slide deck, so, that is a WIN!

After lunch and a quick (and chilly) stroll around the capitol, we heard from interim Chancellor Daisy Gonzales. She brought a student leader to share his gratitude toward the diligence of the last 3 years as we have navigated COVID and its many challenges. In her address, Interim Chancellor Gonzales encouraged us to focus on the students, reflect on "Why are you here at the community college?" and gave a resounding thank you for doing the hard work in the classroom where students are directly influenced by our work. As we encounter new "opportunities" she encouraged us to "Build, Monitor and Innovate".

General Session 7 "[Increasing access to local senate meetings](#)" challenges us to look at our current faculty leadership and identify "who is missing?" How do our current practices provide an opportunity for ALL faculty both full and part-time to participate in our meetings. A challenging thought: in our meetings, are we encouraging relationships with each other? Are we isolating other voices that may not be present, or loud enough to talk over the folks who seem to monopolize each meeting. Embedded in the powerpoint is a padlet to see how other colleges and districts are identifying who is missing.

General Session 8 “Authentic Leadership Collaboration between Administrators and Faculty Leaders” How would you rate your relationship with Administrators? How would you rate your relationship between your program or department and Administrators? Another couple of padlets are included in this presentation and may give you insight to other colleagues' experiences and perspectives. Challenge: in what ways can you as an individual faculty contribute to the collaboration between Faculty and Administration? Do we see each other as “human”? In what way can you contribute to that and in what ways have you not contributed?

Last session of the day, Session 9 “Mission Still Possible”

The California Community College mission codified in section 66010.4 of the California Education Code includes both “academic and vocational instruction”. State policies since 2010 have mostly focused on transforming transfer in California community colleges and directing more resources to clarify, support, and strengthen transfer pathways. How has this impacted student and workforce needs? Is the mission of the California community colleges at risk? Join us to hear about the direction of the California Community College mission and strategies to ensure that a focus on all students remains ‘mission still possible’ in the California community colleges.

Let me hear any feedback before 0830 tomorrow. It has been a pleasure representing you these past several years. I do not take your trust lightly and am appreciative for this opportunity.

Day 3 (from Krystinne Mica (ASCCC Executive Director))

- [ASCCC Fall 2022 Resolutions Page](#)
- [Fall 2022 Adopted Resolutions](#) . Delegates of the plenary session voted on a number of resolutions and amendments, with the end resulting in 38 adopted resolutions, 3 referred, 1 withdrawn, and 5 failed.