

Good evening, President Riley, Board of Trustees, Chancellor Laguerre, District Administrative Staff and college presidents.

In this time where a lot of our difficulties are highlighted, I hope to share with you some positive developments in the district. Below is a short list and description of some of those developments.

Enrollment Management

Working closely with Associate Dean Brown to ensure that our Enrollment Management Planning is informed by philosophical context of enrollment management from a faculty perspective.

Visit to SDCCD

Chancellor Laguerre has worked with the DAS and the PFT to arrange a trip to San Diego Community College District to review their budget allocation model and budgeting and planning process. In that trip we will be meeting with faculty leaders as well as administrators to gain insight not only into the process but also the ways in relationships between the different constituency groups turn well-written processes into effective practices.

Common Assessment

District Research Office, Vice Chancellor Ambriz-Galaviz, faculty from each English, math and ESL departments in all four colleges have been working to keep up with the developments (or lack of developments) from the state Chancellor's office. Their work has been monumental. The relationships that have been built through it has been exceptional. All of this made possible not only by the urgency of the moment but the responsiveness of the administrative manager.

Distance Education

Dr. Orkin and Inger Stark have been facilitating outstanding work with the college Distance Education coordinators to take the colleges through an inquiry of course management systems and what appears to be an eventual transition to a new course management platform, CANVAS. Their work and focus has been beyond transitioning to CANVAS. It includes Accessibility Support, Course Design Standards, and Underprepared Student Support in the online setting.

Workforce Development and Continuing Education and Career Technical Education at the colleges

Doing What Matters funding that follows the Strong Workforce Task Force Recommendations has come to the district and with it many sophisticated reporting and performance based funding requirements. At the same time Dr. Laguerre's local version of "doing what matters" also known as the Workforce Development and Continuing Education unit is flowering. There is friction now about managing the dual initiatives primarily from a single source of funding, Doing What Matters. This friction isn't caused by any of the individuals involved nor by any conflicting visions, but instead the friction is caused by the limited resources and the overwhelming needs of our community, our colleges and our faculty, staff and administrators. I have no doubt that we

will push through this liminal space positively, and the manner in which we do so will predict the success of our future endeavors.

There is no shortage of challenges in the district. There is also no shortage of encouraging practices that are so common that we don't recognize them nearly enough.

Part-time Faculty Office Hours. 48% of our part-time faculty are not paid for a single office hour. This is a contractual matter but it is also a matter of teaching and learning so our District Academic Senate will be standing beside our union to advocate for our part-time faculty colleagues.

In response to the comments by Trustee Yuen and Withrow, I'd like to remind us all that we have a model program for supporting formerly incarcerated students: Street Scholars. Other local resources for supporting our formerly incarcerated students are the Underground Scholars at UC Berkeley and The Opportunity Institute, a leadership convening non-profit working with the CCCCCO and other organizations on the Inmate Education initiative. On 18 November the state Academic Senate will be hosting a regional meeting on Supporting Formerly Incarcerated Students at Delta College on 18 November.