Summer 2012 ASCCC Faculty Leadership Conference:
Succession Planning: Developing Effective Leaders

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Kitty Moriwaki and I attended this conference in Temecula. The Program and many materials can be downloaded from:
http://www.asccc.org/events/2012/06/faculty-leadership-institute
These notes do not attempt to reproduce or summarize all information presented. Instead I have focused on highlights or points that interested me.

General Session: Basis for Academic Senates I
Review of the Education Code and Title 5 sections that provide the basis for the authority of the Academic Senate.
- “The Governing Board shall … ensure … the right of academic senates to assume primary responsibility for making recommendation in the areas of curriculum and academic standards.” Education Code §70902 (B)(7)
- Title 5 regulation has “the force of law”
- Title 5 §53203: Governing Board shall adopt policies delegating authority and responsibility to its Academic Senate, and such policies shall be adopted through collegial consultation with the Academic Senate.

General Session: Hot Topics
Ongoing changes and challenges coming from budget problems and from the legislature and Board of Governors include:
- Local cuts to programs that are budget driven rather than curriculum driven – work on program discontinuance policy and enrollment management issues.
- Title 5 now limits (apportionment for) repetition of courses for substandard grade to three tries.
- BOG is moving to strongly limit repeatability of what used to be called activity courses.
- Colleges are now expected to set prerequisites to courses through content review – requirements for statistical studies have been removed.
- Development of transfer degrees will continue.

General Session: Basis for Academic Senates II
Participants broke into groups to discuss “Senate Scruples,” scenarios challenging how academic senates work with others for the good of the college, with a focus on processes that might be implemented or improved that would make such situations easier to deal with. I have a paper copy of the 9 scenarios.

Breakout Session: Planning for the Future – Engaging your Colleagues
Strategies for engaging faculty:
- Engage new faculty immediately - set expectation of participatory governance as professional responsibility.
- Organize a “New Faculty Academy"
- Go visit new faculty in person and track your interaction and their interests.
• Target recruitment to faculty with matching skills and interest.
• Encourage community, assign people who like each other to work together – they will want to spend time together.
• Ask those who are not involved, why are they not involved, even if you’ve heard why from others.

Strategies for more effective committee work:
• The issues you ask your faculty to work on, are they in 10+1, are they worth the time of your faculty? Do not appoint faculty to ineffective committees.
• Set timeline for committees, they must accomplish task by when? Promote sense of accomplishment by asking committees to report on what they do and giving them support for that.

Getting faculty into leadership roles:
• Send junior senate/council members to State Plenary
• Try approaching people that are now outside the group.
• Shared seats -- let two faculty share responsibilities.
• Assign mentors within leadership groups to new participants.
• Spend time walking around and talking to faculty -- get out of your comfort zone.

Obstacles:
• Faculty already overworked, lack time.
• Senate leadership may not be validated by the administration.
• Hierarchical structure is unattractive.

Motivations for faculty to get involved:
• Access to more information
• Influence on decision-making.
• Opportunities to grow for personal and professional growth -- stress opportunity.
• Protect faculty rights.
• Personal invitation from a respected person, especially face to face invitation from mentor.
• Joining with a buddy.
• Contribute to the diversification of perspectives. College needs people that have institutional memory AND people who have no institutional memory.
• Make meetings both effective and enjoyable so faculty will want to go.

**Breakout Session: Succession Planning**
• Some Colleges have a structural plan - President elect for a set time, then President, then Past President. Process can be in the by-laws.
• Senate office administrative assistant can provide good continuity for next president.
• If office classified staff position is under threat, accreditation standards are helpful for justifying replacement.
• Encourage colleagues to take advantage of professional development opportunities for leadership.
• Look at how department chairs interact with Senate - individually and as a group.
• At some colleges, both academic senate budget and reassign time are in the union contracts.
• Create a mentor program within the Senate and for new faculty.
Breakout Session: Promoting Professional Responsibility in an Age of Accountability

- Major Accountability Initiatives:
  - ARCC: Accountability Reporting for the California Community College
  - SLO: Student Learning Outcomes Assessment
  - K-12's No Child Left Behind
  - More on the Way…..

- Is the accountability movement getting bigger? "Sometimes I wonder….’Why is that frisbee getting bigger’ … and then it hits me." Expect more pressure towards enforced accountability:
  - Term limits make it hard for legislators to get up to speed quickly and think that simple, easy to understand data is a good way to make decisions quickly without a lot of history.
  - For a continuous campaign cycle, legislators want to have credit for a 'portfolio' of bills about issues, including a higher education bill.
  - Foundations: Gates, Lumina, Campaign for College Opportunity, Hewlett, etc.
  - Zero sum game with for-profits: University of Phoenix, Kaplan University, ITT Technical Institute, etc. Trying to make the For-Profits more accountability requires us to be more accountable.
  - More pressure for results in accountability from administrative colleagues.
  - Pressure from the Federal government for more accountability in accreditation standards.

- Working with faculty colleagues around increasing accountability:
  - We already have a culture of peer review, and peer evaluation, and appreciation for scientific method. In talking to colleagues, it can be helpful to stress that we are already doing self-evaluation, we just need to take a next step. How can we adapt what we're already doing to respond to meet needs for accountability?
  - Reframe accountability requirements in terms of how it can be used to achieve faculty goals: How can this drive decision making productively?
  - Make sure there is support for faculty to accomplish what's needed.
  - SLO's allow the faculty to define what the metrics are.
  - Understanding responsibility versus accountability: a participant defied responsibility as internal, self-directed, taking place before events, cannot be delegated, while accountability is external, other-directed, post-event, cannot be delegated. Is accountability the external enforcement of responsibility?
  - We know that outside factors not under our control have a large impact on educational outcomes. Much of change in VTEA outcomes reflects changing demographics. ARCC data reflect changes in economy. Study of grades over time showed they’ve been very steady except for a tick up during the time when failing grades could result in being drafted and sent to fight in Viet Nam.

SLO work: College of the Redwoods, given "Show Cause" recommendation concerning SLOs by ACCJC held an SLO Summit in which all faculty participated. [I've found the agenda for the summit online at: http://www.redwoods.edu/assessment/documents/AssessmentSummitSchedule_050412.doc And look in the left margin of http://www.redwoods.edu/assessment/ for video of that event.]
**General Session: Identifying College Priorities in Tough Budget Times - Class Section Reductions and Program Discontinuance, OR How I Learned to Stop Worrying and Not Hate the Budget So Much**

There are many reasons to believe that there will be more cuts, either small or deep, and that proportional cuts will not work. Create a disaster plan before the disaster occurs – prepare yourself to be a survivor instead of a victim. It is recommended that such a plan be created by a small group, not a large group. Group members need to be impartial and fair, think beyond their own department, and have strong analytical skills. Although a small group cannot completely represent the entire college, representation should be as comprehensive as possible. Give the disaster preparedness group clear criteria and deadlines ahead of time. First set of decisions should be about integrity of the process, not too open, not too closed. Program review should hook into the plan. Advice is mixed on whether program discontinuance should or should not be used for programs eliminated for budget considerations. If you have policies in place, then if those policies are not followed, you should take it to the Board, if the administration isn’t responsive.

**Breakout Session: Follow Up to General Session: Identifying College Priorities in Tough Budget Times**

Create a prioritization process ahead of time, and then ask administration to use that prioritization process for making cuts.

**Breakout Session: Accreditation**

ASCCC is asking ACCJC to decrease the amount of duplication between standards that ask for similar information. To create Accreditation reports, make sure you get the appropriate senate committees involved in the creation of each section.

**General Session: The Student Success Task Force Recommendations – Update and Implementation**

For me, this was not such a useful session. The background information was already familiar. President Pilati went through what is happening now a little too quickly for me to capture in notes. Unfortunately, the slides for this session are not on the ASCCC website for the event.

- Expect that future Enrollment Priorities will give priority to students who have been through matriculation, continuing students in good standing, and students with fewer than 100 units.
- ASCCC Executive Council voted to support SB 1456 (Lowenthal) after all 22 amendments requested by ASCCC were accepted. Modifications made to SB 1456 included ensuring that acceptable academic goals is broader than just certificates and degrees, changing the term "program of study" to "course of study," modifications to the BOG Fee waiver requirements, and the incorporation of 4 elements of AB 1741.
- Local Academic Senates should consider opportunities to implement appropriate prerequisites through content review for better course sequencing.
- Students are now limited to three "takes" of a course. [Actually, it is the apportionment to the college that is limited.] What messages do you have for students? What messages do you have for full-time AND part-time faculty? What interventions do you have in place?
• Prepare locally for change by becoming better informed about your current policies and practices for assessment, placement, and registration. Have committees identified to recommend changes to these policies when needed.
• This is a time for innovation -- explore new delivery methods, scheduling options (compressed course sequences also helps with three takes.)
• Examine curricular processes for obstacles that prevent or slow faculty responses to local needs.

**Breakout Session: Data-Informed Decision Making**
• Program Reviews are an excellent source of data for decision making
• Datamart – [http://datamart.cccco.edu](http://datamart.cccco.edu) Walked us through basic queries using this site.
• Suggestion – Create an Academic Senate Committee on data assessment

**Breakout Session: Area B Meeting**
Newbies and seasoned officers swapped stories.
Committed to create email list for communication among local Senate officers.