

Leadership and Engagement

September 21, 2015

AB 1725

(g) The convergence of these tendencies-both demographic and economic -lead to the possibility of an increasingly stratified society. This can include what has been called a "permanent underclass;" mostly minority, and a semipermanent, semiemployable stratum of low-skilled workers. The consequences of this development would be dire: the permanent underutilization of the energies and talents of our people, the deepening of racial resentments and fears, and the constant anxiety among more and more of us that the future has no place for us.

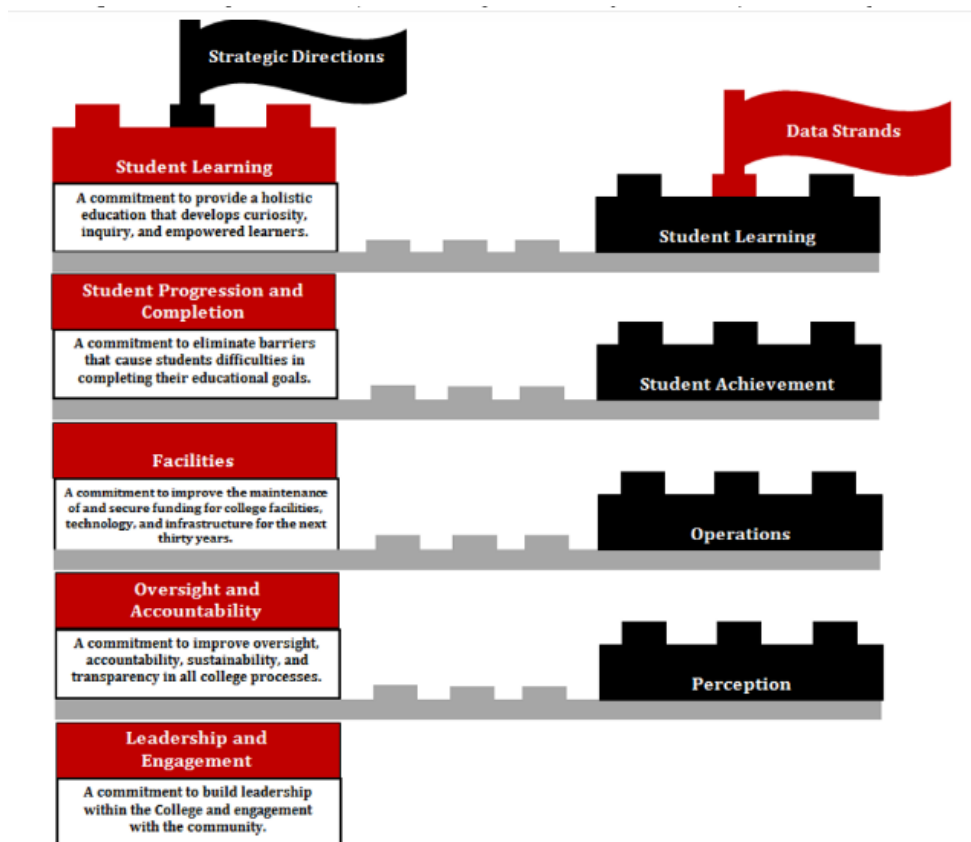
(h) The Legislature is committed to an alternative vision in which California remains a place of opportunity and hope - where innovation and creativity mark our economy and our culture, and where the minds and spirits of all our communities contribute to our common future. The community colleges will be at the heart of whatever effort we make to insure that the future is equitable and open, that California's economy remains healthy and growing, and that both rural towns and rapidly expanding urban centers have educational resources close at hand. The community colleges are not the only place in which Californians will make their investment for an expansive and decent future, but they will have to, be one such essential place.

(g) Community college instructors, recruited directly from graduate school or from some form of employment other than teaching, may not be prepared to deal effectively with the wide range of student abilities and attitudes found in community college classrooms. As larger numbers of students from many different cultural backgrounds and with significant English language and other deficiencies are enrolled, the problem will become more serious for both administrators and faculty. The proposed establishment of a student assessment, counseling, and placement program on each campus will also require additional training and assistance for both faculty and administrators. (h) Professional development for faculty, support staff, student services staff, and administrators is vital. Further, the success of the assessment, counseling, and placement programs will depend upon the effectiveness of this training.

(i) The recruitment of faculty into the community colleges, and the maintaining of morale and enthusiasm among the faculty depends in large part upon the intellectual and personal environment within which faculty work. Much of that environment is created by their own authority over the substantive direction of the programs and courses in which they work, through the quality of their relationship with the college administration, and in the quality of their interactions with the communities of students they teach. At the same time, it is apparent that faculty morale comes from their engagement in the development of new and innovative programs, from their engagement in professional and discipline-based associations, and from an active, intellectual life as scholars and teachers.

Strategic Directions

A commitment to build leadership within the College and engagement with the community



Accreditation:

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-

college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A.1. Decision-Making Roles and Processes:

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

AB 2558

SEC. 2. Section 87151 of the Education Code is amended to read: 87151. The board of governors shall annually allocate funds, when appropriated for purposes of this article, only to a community college district whose chief executive officer has submitted to the chancellor an affidavit that includes all of the following: (a) A statement that each campus within the community college district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs. (b) A campus human development resources plan has been completed for the current and subsequent fiscal years. (c) A report of the actual expenditures for faculty and staff development for the preceding year. SEC. 3. Section 87152 of the Education Code is repealed. SEC. 4. Section 87152 is added to the Education Code, to read: 87152. (a) Any funding appropriated for purposes of this article shall be allocated to the community college districts that provide professional development opportunities to both faculty and staff. Funding shall be disbursed in accordance with rules and regulations adopted by the board of governors. (b) Community college districts that receive funding pursuant to this section shall include the employee's time used participating in the Community College Professional Development Program in the employee's contractually obligated hours

Redesigning America's Community Colleges

Bailey, Jaggars, Jenkins. 2015. Chapter 5: Engaging Faculty and Staff

Pg 146: First, leaders need to understand the concept of relational trust and actively cultivate this quality across the college. And second, leaders can reshape existing governance structures to focus on practice rather than politics.