

Faculty Leadership Development Committee

Professional Development Plan

ASCCC Strategic Plan 2018-2023 Goal 3 Objective 3.2.A calls for the implementation of a comprehensive ASCCC Professional Development Plan with ongoing evaluation and revision. This document is being submitted for consideration as the recommended plan meeting that objective.

Needs Statement: The ASCCC will engage and empower diverse groups of faculty at all levels of state and local leadership by identifying barriers to leadership in underrepresented groups and increasing leadership development opportunities (ASCCC Strategic Plan 2018-2023 Goal 2 and Objective 2.1).

OBJECTIVES	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES			NOTES:
	RESOURCES			DELIVERABLES	SHORT TERM: 2018-20	MEDIUM TERM: 2020-21	
<p>(ASCCC Strategic Plan Goal 2, Objective 2.1.A and D) Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities</p> <p>(Vision for Success Diversity, Equity, and Inclusion Integration Plan Commitment 2, Strategy B and ASCCC Resolution 12.01 fall 2015) Increase knowledge and understanding of cultural competency,</p>	<ul style="list-style-type: none"> ASCCC Executive Director and ASCCC Foundation FLDC Chair and Puente and Umoja leadership FLDC and EDAC with ACRHO, CCLC, CIOs, CSSOs FLDC and other ASCCC committees 	<ul style="list-style-type: none"> Collaborate and strengthen partnerships with organizations that serve racially/ethnically diverse populations (ASCCC Strategic Plan Goal 2, Objective 2.2.B and Goal 3, Objective 3.1.A and E) Garner feedback and data from Umoja, Puente, and other underserved communities on barriers to providing leadership opportunities for underrepresented faculty groups Add new Faculty Diversification Toolkit to Professional Development College or most visible and accessible place (see data on PDC use, like GP module) 	<p>Faculty Diversification Toolkit widely used by individual faculty and college institutions</p>	<p>Survey data from Umoja, Puente, and other organizations that represent underserved communities to identify PD needs regarding types of activities desired to address gaps and barriers in PD offerings; will identify which colleges have DEI materials or training programs available.</p> <p>Faculty will have increased access to professional development opportunities</p>	<p>Faculty will become aware of published survey results from PD needs survey in <i>Rostrum</i> and Plenary break-out.</p> <p>Faculty will become aware of new and updated modules to the faculty through ASCCC communication (e.g., email, website, <i>Rostrum</i>, Plenary).</p> <p>Faculty will use Faculty Diversification Toolkit to engage</p>	<p>Faculty will have access and use aligned and merged resources (PDC, Vision Resource Center, @One) for professional development and continued learning modules to increase faculty diversification and leadership empowerment at local and state levels.</p>	<p>PD Needs Survey development—Imhof and Bean</p> <p>Faculty Diversification Toolkit components—work with all committee members in collaboration with EDAC</p> <p>Workforce conversation—Bean and Foster with Roberson</p>

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<p>diversity, and inclusion</p> <p>(ASCCC Resolution 12.02 and 12.01 Fall 2015) Communicate with ACHRO and CCLC for collaboration on Faculty Diversification Toolkit, including hiring criteria and priorities to hire diverse faculty</p> <p>(ASCCC Resolution 12.01 Fall 2017 and 12.01 Fall 2016) Assess resources available to align PD resources that might be used for Flex activities in the Vision Resource Center/former PLN</p>		<ul style="list-style-type: none"> • Create guiding principles and model processes for faculty hiring and committee appointment processes in the Faculty Diversification Toolkit (2019-2020 ASCCC Executive Goal 1.c.i and ii) • Partner with EDAC to provide anti-racism resources as part of the Toolkit • Refer updating of the current courses in PDC (curriculum, governance, new faculty orientation) to expert ASCCC committees • Begin discussion with CTE and TASC regarding Strong Workforce Recommendations (13.d, 14.c, 15.c, 15.d—from committee priorities sheet) 		<p>from collaborations with Puente and Umoja with partnerships linked to new learning module in Faculty Diversification Toolkit.</p> <p>Faculty will use the new learning module and Faculty Diversification Toolkit’s guiding principles for hiring and committee appointment processes.</p> <p>Development a measurement tool or survey for Toolkit use.</p>	and increase diverse faculty in leadership positions.		
<p>(ASCCC Strategic Plan Goal 2, Objective 2.1.B and Objective 2.2.C) Design leadership development opportunities focused on specific</p>	<ul style="list-style-type: none"> • FLDC and ASCCC Foundation • FLDC and ASCCC Womyn’s Caucus Leaders 	<ul style="list-style-type: none"> • Reimagine Faculty Leadership Academy (FLA) and develop a plan with a focus on faculty of color and womyn for implementation in summer of 2020 at Faculty Leadership Institute • Create an entry and exit assessment to measure 	A new mentoring project focused on offering scholarships for specific populations of faculty and with a distributed model of mentors (local leaders and executive members) with an emphasis on	Diverse faculty populations will participate in Faculty Leadership Academy (FLA).	Womyn and faculty of color will be representative in local and state level leadership roles.	Faculty in leadership will represent diversity and representation will have no adverse impact.	<p>Leadership Academy redesign plan—Bean, Day, Bruno, Lara</p> <p>Womyn’s Circle and survey findings article—Karau, Bean, Bruno</p>

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<p>populations of faculty</p> <p>(ASCCC Strategic Plan Goal 2, Objective 2.2.C and F) Identify barriers to participation of diverse faculty in ASCCC committees and implement retention strategies for disengaged faculty voices and develop recruitment and retention strategies</p>		<p>success and areas of growth for FLA participants</p> <ul style="list-style-type: none"> • Publish Womyn’s Leadership survey results and write <i>Rostrum</i> article on Womyn’s Circle (at FLI 2019) findings and Womyn in Leadership survey results (from September 2019), and include effective practices for local leaders 	<p>cultivating leadership for underrepresented faculty</p> <p>Increased faculty leaders’ participation with no adverse impact on diverse populations</p>				
<p>(ASCCC Strategic Plan Goal 2, Objective 2.2.E and Goal 4, Objective 4.2.C) Evaluate the efficacy of the ASCCC caucus structure as a mechanism to encourage involvement in ASCCC activities by diverse faculty members</p> <p>(2019-2020 ASCCC Executive Goal 3.e.ii) Create a more active, formal role of the caucus structure with clear connection to resolution process</p>	<ul style="list-style-type: none"> • FLDC and ASCCC Foundation • ASCCC Caucus Leaders 	<ul style="list-style-type: none"> • Provide ASCCC executive member liaisons for fall Plenary 2019--with collaboration and intentional “reach out” to the caucus leaders • Garner feedback for caucus structure during break-out session at fall Plenary 2019 (focus group) • Investigate starting listservs for caucuses to send satisfaction survey to caucus membership regarding structure changes • Update ASCCC caucus description and application, addressing comments/info from Plenary focus group 	<p>A revised caucus structure facilitating communication and a change to focus on diversification and validating voices by removing barriers for caucuses</p>	<p>Diverse faculty will engage in caucus activities.</p>	<p>Faculty will use the caucus listserv to communicate and engage diverse faculty.</p>	<p>Faculty will use expertise of contributing caucus members as professional development and more statewide leadership to leverage the talent of a diverse pool.</p>	<p>Caucus structure update—Bean and caucus leaders</p>

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and with executive member liaisons		<ul style="list-style-type: none"> Move caucus meeting times earlier in day for spring Plenary 2020; promote through listserv for communication 					
(ASCCC Strategic Plan 2018-2023 Goal 1 Objective 1.2.B Objective 3.1.A and E) Expand advocacy and leadership opportunities for faculty, senates, and Executive Committee. Develop relationships and collaborate with other professional development organizations on events	<ul style="list-style-type: none"> FLDC and EDAC FLDC and Ed Policies Committee 	<ul style="list-style-type: none"> Begin outlining Resource Toolkit and Regional Meetings based on request from the body--see list of ASCCC resolutions Partner with Emilie Mitchell for CCC LGBTQ+ Summit Invite LGBTQ+ Caucus leaders to support plenary break-outs and Faculty Leadership Academy 	Tools and activities to support LGBTQ+ populations created	ASCCC Executive committee will collaborate with CCC LGBTQ+ Summit leaders to present ASCCC Resource Toolkit.	Faculty will publish ASCCC Resource Toolkit for social justice and inclusivity.	Faculty will engage in more advocacy for legislative policy change (e.g., building policies for all gender bathrooms).	Consider a Toolkit module
(ASCCC Strategic Plan 2018-2013 Goal 3 Objective 3.2.A) Develop an evaluation tool or method measuring ASCCC events and activities	<ul style="list-style-type: none"> FLDC and ASCCC Executive Director 	<ul style="list-style-type: none"> Submit this plan in 2019 as guidelines for measurement of professional development deliverables for 2020 	Measurement tool to guide PD activities	ASCCC FLDC will use the evaluation tool to measure deliverables for the PD plan.	ASCCC FLDC and Executive Committee will evaluate deliverables using the measurement tool.	ASCCC will continue evaluation of ASCCC activities and events.	Need a measurement tool and baseline data