

We're Past the Pep Rally

The “Second Space” of Faculty Leadership and
Engagement

Links

- Slide Deck: <http://bit.ly/2FxlUHQ>
- Handout: <http://bit.ly/35xivBP>

The Plan

- 30 minutes: Each facilitator presents 1 adaptive challenge (lecture/discussion)
- 30 minutes: Groups start working on strategic plans using the handout
- 30 minutes: Debrief

The Plan

- Tish: Kick Off the Presentation
- Kip introduce the “pep rally” notion
- Anne talk about “Second Space”
- Each facilitator shares an adaptive challenge ...
- Team Time
- Kip and Gretchen introduce exercise
- do the broad facilitation
- Run itself at tables ... each facilitator floats
- Gretchen and Kip facilitate the discussion afterwards

Faciliators

- Anne Brackett, EvCC: AC #1
- Bruce Hattendorf, Peninsula: AC #2
- Tish Lopez, South Seattle: AC #3

A Note on the First Part of the Title

“During our initial few years of our GP roll-out, we ignored the adaptive challenges because we were using these as pep rallies. We’re past the pep rally and ready to talk openly about the adaptive challenges (contract, labor in general). We sometimes avoid issues we are all facing in the interest of moving a new initiative forward. We're past that with guided pathways. We could have done better and talked about this early on.”

A Note on the Second Part of the Title

- “Another layer to this is what phase of the work you're in: creation, development, implementation, operationalizing. It's been "easy" to engage faculty in the first two. More difficult for the last two... at our institution, there was space for groups to say, “hey, let’s get together! I’ll meet you on my lunch hour, let’s invite people, let’s brainstorm ... let’s make a recommendation.” That is its own level of hard. Take those that are innovative and substantive ... take the person or people who need to make that actually happen so that those functions actually change ... now you’ve moved from a space where faculty voice is welcomed and encouraged into a space where someone reports to someone and it is their “job” to do this. Moved out of collaborative space into organizational hierarchy space- things slow down in that second space. The organization doesn’t have space for faculty in that second space.”

5 Adaptive Challenges

1. Institutions are not structured for faculty leadership.
2. Shared governance at the system level is not structured for faculty leadership.
3. Use of Guided Pathways funds is undetermined.
4. Silos remain a thing.
5. We must effectively listen to faculty voices and communicate.

Adaptive Challenge #1

Challenges in HOW to Support
Faculty Leadership and Engage
Large #'s of Faculty

Adaptive Challenge #1

- “Organizations function through *artifacts* (like the faculty contract) and *leadership groups* (deans council, as an example) that exist within organizational charts. Faculty leadership and engagement exists outside of this ...If your org charts continue to function with no faculty engagement or faculty voice, then [GP efforts] are a waste of everyone’s time.”
- “Faculty on our campus: ‘Great that admin is putting us in leadership positions and this is a grass roots thing ...but ultimately [faculty] don’t have power to say “everyone come to this meeting.”’”
- “Who has been tasked with engaging faculty and do they have the support they need? Faculty engagement as centralized somewhere, but we are not really sure where that is. Sometimes faculty leaders. Sometimes deans.”

Adaptive Challenge #2

Shared governance at the system-level is not structured for faculty leadership

Adaptive Challenge #2

- Shared governance at the system level is not structured for faculty leadership:
 - “Larger structural and campus level shared governance (council and commission structure): many groups who COULD speak to faculty learning and engagement ... but who speaks for faculty and how do they speak? And about what?
 - FACTC? AFT? WEA? IC? ATC?

Adaptive Challenge #3

Use of Guided Pathways
funds is undetermined

Adaptive Challenge #3

- How will the money be spent?
 - Adaptive Challenges: Are colleges thinking about how to use that funding to address adaptive challenges? The harder work around the big and thorny issues?
 - Technical Problems: Or will it be used for more transactional problems?

Example from a California College

- Inclusive Pedagogy Grant
- Funding supposed to support equity and instruction
- Those at the table decided those things were important

Adaptive Challenge #4

Silos remain a
thing

Adaptive Challenge #4

- “GP asks faculty to think in different ways about teaching and learning: we don’t want to miss the opportunities for faculty to see their role in context of, say, working with student services.”
- Quote: “Assumption that “faculty don’t need to be part of the advising redesign” because that is the advisors’ job. Faculty have perspectives. Educating around the work that they do and how advising-- to do the work effectively, especially with an equity lens.”

Adaptive Challenge #5

We must effectively
listen to faculty voices
and communicate

Adaptive Challenge #5

- Listening to faculty voices and communicating effectively with faculty
 - Giving a clear faculty-centered rationale for the why of GP.
 - Showing faculty clearly their role
 - Honoring faculty counter -arguments
 - What's in it for me

Adaptive Challenge #5

- Bruce's Grad School Epiphany
 - We don't trust scholars to govern themselves
 - It's not enough to get rid of deficit based thinking about our students, we need to get rid of it about ourselves and our colleagues (we need to come at this from a strength-based perspective)

Our Assumptions

1. Faculty ownership is required if we are to fully implement the promises of Guided Pathways in a lasting and meaningful manner.
2. As leadership, we have the responsibility to avoid using a deficit mindset when engaging faculty.
3. Instead, we must engage faculty as colleagues who care about student learning and have passion and expertise.
4. This type of engagement requires thoughtful planning and attention to our colleagues' needs as we change our institutions.
5. Time and space for scaffolded learning is critical for faculty ownership.

Purpose

We have provided three considerations to ensure faculty have what they need to be successful. We will explore these through the context of an adaptive challenge related to Guided Pathways.

Task

1. *Choose an adaptive challenge* from the handout or identify one relevant to your institution.
2. *Fill in each box* by listing the ways in which your institution has addressed these considerations when seeking solutions for your adaptive challenge.
3. *Brainstorm with your team* ways each consideration could be improved upon and the resources needed to do so.

Consideration: Provide Time & Space

1. List Your Adaptive Challenge:

1. My institution is doing this well by ...

1. List Your Adaptive Challenge:

1. My institution could do this better by ...

Consideration: Delineate Roles & Responsibilities

1. List Your Adaptive Challenge:

1. My institution is doing this well by ...

1. List Your Adaptive Challenge:

1. My institution could do this better by

Consideration: Build Knowledge Base Through GP & Pedagogy Training

1. List Your Adaptive Challenge:

1. My institution is doing this well by ...

1. List Your Adaptive Challenge:

1. My institution could do this better by

Consideration: Other

1. List Your Adaptive Challenge:

1. My institution is doing this well by ...

1. List Your Adaptive Challenge:

1. My institution could do this better by ...