

ASCCC Coaching Model: Providing long term support to local academic senates

The Academic senate for California Community Colleges (ASCCC) has long provided support to local academic senates in governance through resolutions, professional development, papers and publications, and presentations at conferences and institutes as well as at local colleges. One major support the ASCCC provides to local academic senates takes the form of the local visits. Executive Committee members and members of the ASCCC standing committees visit local colleges to listen and advise on a variety of issues including governance, curriculum, guided pathways, or any other area pertaining to education code or title 5 including the 10+1. The ASCCC also engages with other stakeholder groups to do more focused sessions, such as with the CCLC in Collegiality in Action visits. Generally, one or two stand-alone visits provides the information and support local academic senate leaders need to move forward in resolving issues and effecting change in their academic senates, colleges, and districts. However, there may be situations when one or two visits is not enough to make the lasting changes required or reach an identified goal. In those cases, a sustained coaching model may be better suited to achieve desired results and provide the support local academic senates need to work through conflicts or areas of growth at the college.

ASCCC Coaching Model

A model that provides local academic senates and local leaders sustained expertise and support from the ASCCC to assist in resolving local issues.

The process:

1. Request Assistance: The local academic senate president, or another local academic senate leader in collaboration with the academic senate president, requests assistance from the ASCCC. Areas of assistance could include but are not limited to: governance, equity, curriculum, accreditation, guided pathways, faculty diversification, Basic skills reforms, noncredit, OER, academic freedom, and union/academic senate relations.
2. Needs Assessment: An Executive Committee member contacts the academic senate president and academic senate leader, if appropriate, to gather more information on the issue that is at hand.
 - a. This would be a structured conversation to determine not only the obvious issues but also what may be impeding progress including differing perspectives, areas of conflict, and points of disagreement.
 - b. The EC member would inform the ASCCC president of their findings from the needs assessment and make recommendations to the ASCCC president on how to proceed including:
 - i. Identifying possible ASCCC representatives taking into consideration certain knowledge and skills:
 1. Content expertise
 2. Equity and cultural competencies
 3. Facilitating dialogue
 4. Conflict facilitation and resolution

- ii. Type of possible contact needed with the local academic senate and/or the academic senate president or local leader:
 1. Weekly
 2. Monthly
 3. Bi-monthly
 - iii. Length of time: Semester or Year
3. President Appoints: Based on the recommendation, the ASCCC president would appoint two individuals begin the process. To appoint coaches, the ASCCC president could draw from the experience of the following:
 - a. ASCCC present and past Executive Committee members
 - b. ASCCC present and past Standing Committee members
 - c. ASCCC leads, consultants, caucus members, and others with an official relationship with the ASCCC.
4. Deeper Analysis: Coaches begin with the following process:
 - a. Investigation into the issue with separate meetings with faculty holding different perspectives
 - b. Overview presentations on local academic senate role, academic senate leaders, and faculty roles as they pertain to the issue at hand.
 - c. Facilitated dialogue with faculty, local academic senates, local executive team, or others.
 - d. Follow up with an advisory report to the local academic senate on key issues, recommendations on addressing the issues, and suggestions on who might be responsible for implementing solutions.
 - e. Discussion of the report with local academic senate president, stakeholders and interested parties, as appropriate. Adaptations are made to the report as necessary.
5. Create a Plan: A plan of coaching activities designed to help local academic senates and leaders implement actions to move toward solution or desired results is submitted to the ASCCC president and local academic senate president. The plan includes the following:
 - a. Final advisory report
 - b. Plan of coaching activities
 - c. Type of coaching contact:
 - i. Individual mentoring of the academic senate president or academic senate leader (i.e., curriculum chair, guided pathways lead, accreditation lead, etc.)
 - ii. Meetings with local academic senate or local committee where the issue resides (i.e., curriculum, guided pathways, union/academic senate group, etc.)
 - iii. Meetings with local academic senate executive committees
 - iv. Any combination of the above.
 - d. The plan may change and adapt as the coaches work with the local academic senate and leaders. The coaches must keep the ASCCC president informed of the

progress and any changes necessary in the process to support the local academic senate.

Issues affecting others at the college:

In some cases, it may be beneficial for the ASCCC to partner with the CIOs, CSSOs, CCLC, or collective bargaining colleagues as well as SSCCC to address issues that are confounded by processes or relationship with local college administration, classified professionals, union, or students. These issues may fall within the 10+1, subject to participatory governance, or are shared with bargaining units. In those cases, the Executive Committee member would identify the need and the ASCCC president would reach out to their counterpart at the appropriate organization to determine if it would be willing to assist. Of course, doing so would require that the partnering organization reach out to their member at the local college to ensure that the support is welcome. If all is well, the above process would be followed with the partner organization as well as the ASCCC advised of all progress with the college with the following adaptations:

1. Coaching appointments:
 - a. ASCCC Coach
 - b. Partner organization coach
2. Facilitated dialogue would occur separately with faculty, classified professionals, and administration
3. Leaders of both organizations would be apprised of all the information, plans, activities, and results from the coaching team.

Still to be worked out: Compensation for coaches, cost for colleges (?), agreements with partner organizations.