



Being at the Table, More Important Than Ever: The Politics of Career Technical Education

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The Leadership Development Committee

CHARGE: The Leadership Development Committee seeks to strengthen and enhance the work of academic senates by empowering faculty leaders. It does so by:

- Providing information, workshops, and institutes to enhance the talents and skills of current and potential academic senate leaders;
- **Encouraging the full participation of all community college faculty in leadership activities;** and
- Identifying state and local community college issues that would benefit from progressive thinking and focused leadership, and developing positions on those issues, by recommending policy and/or positions to the Academic Senate for California Community Colleges.

(<http://asccc.org/directory/leadership-development-committee>)



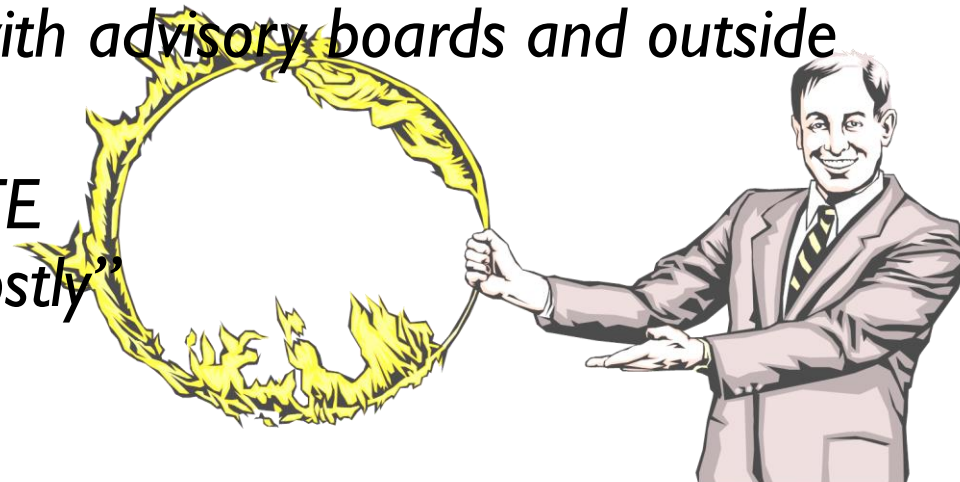
**What brings you to this
breakout?**

What do you hope to learn?

The Additional Burdens Faced by CTE Faculty

In addition to everything else, if you are CTE faculty, you deal with:

- *Ed Code mandated program review requirements*
- *Perkins reporting requirements*
- *External accreditation requirements*
- *Need to chase grants...to maintain programs*
- *Higher teaching loads than academic faculty*
- *Required meetings with advisory boards and outside partners*
- *A perception that CTE programs are “too costly”*





The Additional Burdens Faced by non-CTE Faculty

**In addition to everything else, if you
are non-CTE faculty, you deal with:**

There are none!

Who Has Time for This?

CTE faculty have little time to participate in committee work and be faculty leaders...

But it's more important than ever that CTE faculty are at the table!

CTE Faculty Leadership is Vital

Senate Resolution Adopted Fall 1994:

21.06 VOCATIONAL EDUCATION FACULTY REPRESENTATION

Resolved that the Academic Senate for California Community Colleges reaffirm its position that all advisory, steering and organizational committees involving vocational education have adequate faculty representation appointed by the appropriate state or local senate.

CTE Faculty Leadership is Vital

Toward a Perspective on Workforce Preparation and Economic Development

Academic Senate for California Community Colleges,

Paper adopted spring 2002

Selected recommendations:

- Local senates should **actively encourage participation of occupational education faculty** in governance activities, for example through representation at senate meetings and on governing councils;
- Local senates should **encourage ongoing interactions between academic and occupational faculty** for their mutual benefit and that of their students;
- Local senates should **actively encourage and protect adequate funding for occupational programs**;

CTE Faculty Leadership is Vital

Vocational Faculty-What's Happening?

(*The Rostrum*, Shaaron Vogel, Published October 2002, ASCCC)

Excerpt:

*The Academic Senate for California Community Colleges is seeking occupational education faculty to participate on a number of statewide committees. **We want to hear your voices.** As you may know, this last spring a vocational faculty member was elected to the At Large position on the Executive Committee for the Academic Senate. **However, one member cannot serve on the many committees at the state level where the voice of occupational education is needed***

CTE Faculty Leadership is Vital

Faculty, through their college academic senates have purview over academic and professional matters as stated in CCR Title 5, section 53200 (The “10+1”):

- 1) ***curriculum, including establishing prerequisites and placing courses within disciplines;***
- 2) ***degree and certificate requirements;***
- 3) *grading policies;*
- 4) ***educational program development;***
- 5) *standards or policies regarding student preparation and success;*
- 6) *district and college governance structures, as related to faculty roles;*

CTE Faculty Leadership is Vital

The “10+1” continued...

- 7) faculty roles and involvement in accreditation processes, including self-study and annual reports;**
- 8) policies for faculty professional development activities;*
- 9) processes for program review;**
- 10) processes for institutional planning and budget development; and**
- 11) (the so-called “+ 1”) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.*

CTE Collaboration with non-CTE Faculty is Vital

Senate Resolution Adopted Fall 2009:

21.01 OCCUPATIONAL PROGRAMS COURSE EXPANSION (Fall 2009)

Resolved, That the Academic Senate for California Community Colleges encourage local career technical education faculty to work with other faculty (including mathematics, English, and ESL faculty) on ways to include SCANS competencies, basic mathematics, and English content suitable to CTE programs in an appropriate manner.

CTE Faculty/Administrator Collaboration is Vital

Do Career Technical Faculty Stand Alone?

(*The Rostrum*, Dianna Chiabotti, Published November 2009, ASCCC)

Some excerpts:

“Career technical education (CTE) faculty **are often isolated** on their campuses. They typically spend **more hours in direct student contact** due to inequities in what constitutes a full-time teaching load, and the programs are often **coordinated and taught by one (or less) full-time** faculty member.”

“With changes in funding streams, threats to faculty primacy, and continued attacks on the value of CTE at community colleges, **we must work with our deans!!** We must stop running on hamster wheels. We must stop living in fear of our administrators. **We must begin collaboration with our deans that is meaningful and productive.** They may have crossed over, but we can show them the light! We can take the first step toward a meaningful relationship.”

Collaboration

- If you find yourself making a last stand on the hill “to die on” prepare for a funeral.
- Presume you are NOT working with crazy people.
- Presume that those leaders above you are juggling more masters than you are.

Collaboration

- Rapport and trust are the primary currency when sitting at the table.
 - An attitude of us against them is fatal.
 - How you know them is as important as who you know – this takes an investment of time.
- Community – be a part of versus apart from
 - We all serve the same students with the end goals of making them more productive to the benefit of our shared community.

Collaboration

- Staff, Administration and Faculty each have different roles to play.
- Each can do things the others can't.
- Use that strategically versus competitively.
- Always think long range and keep the big picture at the forefront.
- Never back anyone into a corner – it will always come back to haunt you.

Being Prepared

- Never come to the table under-prepared.
- Know who is at the table, who is not, and who should be.
- Be familiar with any agendas or other materials provided.
- Be familiar with policies, processes and other relevant rules.
- Be comfortable with not knowing and ask.

Motivators

- Everything is political.
- All agendas have hidden elements.
 - This is usually not malevolent, it is the human condition
 - Understanding these makes or breaks the player
- Persistence and tolerance
 - Being at the table can be nauseatingly tedious.
 - It is always the little things that get us to the big things.
 - Not everyone is competent at everything, but anyone can still surprise you

Reflections

- As CTE players we tend to be destination oriented.
- The Academic way sees the journey as equally important.
- Our colleagues need time to process, need to hear things several times in several ways, much like our students.
- Effective players are those who learn to thrive in a consultation environment.

A hand giving a thumbs up gesture, positioned on the left side of the slide, partially overlapping the title and the first bullet point.

What is working for you?

- What are common leadership roles?
- How do you fit it all in?
- What is your college doing that supports CTE participation?
- What is your role in building that support?
- Are you a TEAM player? (There is no “I” in team!)

A hand in a black suit sleeve with a blue cuff, giving a thumbs-down gesture. The hand is positioned on the left side of the slide, pointing towards the title.

What isn't working for you?

- What are the obvious and underlying aspects?
- What can be changed and what ain't ever gonna change? (Remember: reality always wins!)
- Where can practice, process and policy be improved?
- What information or data is missing?
- What's really, really, really frustrating?

Questions and Final Thoughts?

Board Policy BP62 – Never take yourself too darn seriously.

Thank You!