Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Academic Senate for California Community Colleges Communication Plan

DRAFT VERSION .0

Introduction

Purpose of Communication Plan

The purpose of the strategic Communication Plan is to support the objectives and goals of the Academic Senate for California Community Colleges (ASCCC) through the promotion of the organization's programs and advocacy efforts. The plan will serve as a guide for ASCCC staff and the Executive Committee to effectively communicate strategic messaging to stakeholders and the public at large. The goals of the communication plan include fostering relationships with the legislature and external organizations, promoting organizational interests, and assisting with the development of priorities for the sustained growth of ASCCC. It serves as the first formal communication plan and provides a framework for the management and coordination of external communications regarding the organization. The plan further serves as a guide on effective practices to communicate using proper brand procedures, understanding the use of various communication platforms, and engaging with key target audiences.

All communication processes and initiatives will align with the overall plan's strategies governing the efforts to communicate messages to various audiences. Specifically, it meets and enhances the overarching strategic goals identified in the 2015-18 Strategic Implementation Plan listed below:

Goal 1: "Assert the faculty voice and leadership in local, state, and national policy conversations."

Goal 1, Section C: "Develop a public relations campaign to promote the visibility of the ASCCC."

Goal 4: "Enhance engagement, communication, and partnerships with local senates and system partners, and other constituent groups."

Goal 4, Objective 4.2: "Create a communication plan."

About the Academic Senate for California Community Colleges

Formed in 1970, the Academic Senate for California Community Colleges is a 501(c)6 nonprofit organization, created for the promotion and advancement of public community college education in California. Its general purposes are:

i. To strengthen local academic senates of California community colleges;

ii. To serve as the voice of the faculty of the California community colleges in academic and professional matters of statewide concern;

iii. To develop policies and promote the implementation of policies on academic and professional matters of statewide issues; and

iv. To make recommendations on academic and professional matters affecting the California community colleges.

The ASCCC's authority to represent and work with California community college academic senates statewide comes from the California Code of Regulations Title 5 § 53206:

a. An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.

b. The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

Organizational Mission

The Academic Senate for California Community Colleges fosters the effective participation of community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California Community Colleges.

Values Statement

Leadership

The Academic Senate champions the leadership role of faculty at their colleges and at the state level, and fosters effective faculty participation in governance to effect change. The Academic Senate facilitates and supports the development of faculty leaders. The Senate is respectful and reflective in its work and relationships and expects accountability from its leaders. In all its activities, the Academic Senate adheres to the highest professional ethics and standards. The Academic Senate models effective leadership and promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty.

Empowerment

The Academic Senate empowers faculty through its publications, resources, activities, policies, and presentations. The Senate collaborates with other statewide organizations, and with administrators, trustees, students, and others, to develop and maintain effective relationships. The Senate believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level. The Academic Senate works to empower faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity in all of their forms.

Voice

The Academic Senate promotes faculty primacy in academic and professional matters as established in statute and regulation. The Senate is the official voice of the California community college faculty in statewide consultation and decision making and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and

district consultation and decision making. The Senate values thoughtful discourse and deliberation that incorporates diverse perspectives as a means of reaching reasoned and beneficial results.

Audience Analysis

The ASCCC has many potential stakeholders or audience members both internally and externally. Understanding the different audiences and their relationships to the organization is a key component to the creation and implementation of the communication plan. The following list is by no means exhaustive and is informed by interactions within the field. The list may be expanded or revised upon further review from the ASCCC Executive Committee and leadership.

Faculty: Faculty, for the purpose of this communication, include full-time and part-time or adjunct faculty. The ASCCC currently has over 58,000 faculty members that are part of the membership through their college's local academic senates and are a primary target audience for communicating priorities. Faculty members represent a wide range of disciplines and are influential at their local senates, colleges, and in statewide matters. Faculty choose delegates to vote on their behalf and elect the Executive Committee; they also volunteer through the ASCCC and serve on ASCCC committees and task forces, and to serve on other statewide groups. At the fall and spring plenary sessions, delegates direct the work of the ASCCC through the resolution process. Policies are informed by the body and are advocated at the state level. The primary challenge of reaching this group is that communication channels used by the ASCCC do not always reach all 58,000 members. There is often direct communication to college leadership (academic senate presidents, curriculum chairs, liaisons, and administrators such as chief instructional officers, etc.) while the forwarding of messages from the ASCCC directly to faculty is left to the discretion of the college leaders. It is essential that when using communication channels to faculty, the messaging is coordinated and scheduled to ensure that members are not overwhelmed or desensitized to the information they receive.

Administration and Classified Professionals: Administrators for the purpose of this communication include deans, vice-presidents, and other managers who work directly with faculty or are otherwise associated with the college's instructional and student services offerings. Because of their close relationship to and support of faculty, administrators are an important target audience. In addition, administrators can be the final decision makers at the colleges. Classified professionals are employees of a district not in faculty or administrative positions, including administrative staff, computer and program technicians, instructional aides, accountants and maintenance personnel, supervisors, and others; they hold positions in support of the variety of programs and services offered at local colleges. Many classified professionals work in labs and other areas that put them in direct contact with both faculty and students. Classified professionals may also be involved in a wide variety of shared governance committees at their local colleges. Though these groups are not directly targeted in messaging efforts, it may be beneficial to target this audience for greater attendance at events including the Curriculum Institute, Accreditation Institute, and plenary sessions.

Legislators: As the faculty voice in academic and professional matters, the ASCCC advocates on behalf of the 58,000 faculty members in the California community colleges, supports or opposes legislation based on resolutions, and attends hearings and other venues with legislators and legislative staff to communicate legislative priorities. Because advocacy is a fundamental element to the existence of the ASCCC, it is in the organization's best interest to develop and cultivate relationships with legislators. Moreover, based on objective 1.1 outlined in the ASCCC Strategic Plan for the 2015-18 year, the charge for the Executive Committee was to "Develop and strengthen strategic relationships between [the committee] and at least five legislators, system partners, or organizations involved in statewide or national education policy." To fulfill this objective, the ASCCC increased its relationship with legislators and their staff during the year through legislative advocacy days, working with the Chancellor's office, and making calls to legislative aides to invite legislators to events such as the plenary sessions and the Faculty Leadership Institute.

Partner Organizations: As stated in Objective 4.1 from the Strategic Plan, the Executive Committee is charged to "Increase the participation of official ASCCC representatives at events and meetings conducted by system partners." The ASCCC is instrumental in engaging with partner organizations by leveraging opportunities in areas of professional development, development of resources, and legislative priorities. The ASCCC partnered with the Career Ladders Project, the California Community College Chancellor's Office, the RP Group, and other groups to grow attendance at partnered events, to assist with creating networks amongst faculty, and to increase the organization's brand identity. The ASCCC cultivated relationships and worked with lobbyists and representatives from FACCC, CFT, CCCAOE, and CCA to communicate priorities, common interests, and mutual alignments to advance academic and professional policies of the California Community College system.

Communication Vehicles

Digital, Print, and Media Publications:

Media, digital, and print publications serve as a resource to reinforce the authority of local academic senates in academic and professional matters. Academic Senate (or ASCCC) papers reflect the official views or positions of the Academic Senate on statewide and local issues. In addition, Academic Senate papers offer recommendations and effective practices for the work of faculty in governance and student success. Through regular publications such as the *Rostrum* and the President's Update, the Academic Senate seeks to keep local academic senates informed on current issues and strengthen communication between the Executive Committee of the Academic Senate and local academic senates. The following table, is a breakdown of the primary communication channels used by the ASCCC to message out to stakeholders.

Type of Communication	Description	Target Audience
ASCCC Website	The main platform where most communication channels are housed. It features all forms of	All faculty, partner organizations, and the public.

	publications, the Professional Development College (PDC), and outside links to projects and subsidiaries overseen by the ASCCC.	
President Updates	A monthly newsletter addressed to the field from the ASCCC President. The newsletter highlights ASCCC work, legislative updates, upcoming events, and other timely information.	Senate Presidents, Full-Time Faculty, Curriculum Chairs, Part-Time Faculty, ASCCC listservs
Weekly Updates	A weekly newsletter addressed to the field from the ASCCC office. The newsletter highlights updates from system partners, upcoming events, and other timely information.	Senate Presidents, Full-Time Faculty, Curriculum Chairs, Part-Time Faculty, ASCCC listservs
Rostrum Articles	A quarterly collection of articles written to keep members apprised of the latest developments throughout the Academic Senate and the greater field. The publication is shared with college constituents – faculty, administrators, and staff. The publication is available online and is also shipped to colleges in hard copy form.	All Faculty, Administrators, Staff
Printed Publications/Academic Senate Papers	Papers adopted by the body at the plenary sessions which reflect the official views or positions of the Academic Senate on statewide and local issues. Senate papers offer recommendations and effective practices for the work of faculty in governance and student success. Printed publications cover a broad range of topics from	All Faculty, Administrators, and Staff.

	curriculum that share effective practices and professional development to the field. Publications are typically disseminated at ASCCC events and can be mailed by request.	
Listservs	One-way messaging platform that is intended to deliver timely messages to the entire field.	Over 100 different listservs are available to address specific target audiences based on programmatic and informational needs.
Social Media	Social media, including Twitter, Linked In, Facebook, and Instagram, used to promote projects, events, and programs.	All faculty, administrators, partner organizations, students, and the public at large.

Publication Guidelines

The Academic Senate for California Community Colleges (ASCCC) produces its publications to provide information to local academic senates, faculty, other organizations, and stakeholders in order to coordinate the actions and requests of the faculty of the California community colleges and to reflect the official views or position of the ASCCC on statewide and local issues.

Purpose

Publications, written or electronic, are designed to:
- Improve and strengthen communication;
- Highlight the many talents and expertise of community college faculty;
- Promote discussion on academic and professional topics; and
- Ensure clarity and professionalism, especially of adopted papers.

<u>Development of a Position Paper</u>

Position papers generally originate through the resolution process during a plenary session. Resolutions to develop a position paper typically come from ASCCC committees and task forces, the Executive Committee, and faculty on statewide advisory committees. Position papers may also originate through direction of the Executive Committee. Once initiated, these steps will be followed:

1. The Executive Committee shall review the resolution for feasibility. On rare occasions,

if the call for a paper is deemed not feasible, the Executive Committee shall report its decision and rationale to the delegates via *Rostrum* article, President's Update, or a breakout session at an ASCCC event. If deemed feasible, the Executive Committee shall typically assign the position paper to an ASCCC committee or task force.

2. After appropriate study and deliberation, the assigned group shall communicate to the Executive Committee using the Prompts for Paper Development These paper prompts provide background information including resolutions, feasibility, research required, as well as a proposed approach or direction for the paper. Once the Executive Committee approves the approach, the next step is for the group to propose an outline for the paper and include any significant background information. Drafts require at least two readings before approval by the Executive Committee. All drafts must be submitted through the normal agenda process.

3. During a full, substantive review at an Executive Committee meeting, the Executive Committee members will provide feedback regarding the outline. It is important for Executive Committee members to provide detailed feedback on the outline as this document will drive the work of the group. At this time, the Executive Committee may act to approve the outline with given edits, or the Executive Committee may ask for a revised outline to be brought back for approval.

4. During a full, substantive review at an Executive Committee meeting (the first reading), Executive Committee members will provide written and oral feedback regarding the first draft. The paper process will not be well served if significant changes in direction are provided at a later date or during the next reading. Input from appropriate persons in the field on draft position papers may also be sought. Draft papers should not be circulated to others outside of the Executive Committee or the group as this might cause confusion in the field. However, the president may allow papers to be shared with others if necessary to inform the paper.

    Three actions are likely at the first-reading stage: (1) The Executive Committee will agree that the paper is ready to advance for a second reading at a subsequent meeting. (2) If the suggested changes are substantive enough, the paper will be returned to the group for additional revision and then resubmitted to the Executive Committee for further review. Only when approved will a paper be advanced to a second reading and its consideration by the field and proposal for adoption. (3) The general direction or findings of a paper may call for radical revision, necessitating a delay in its progress.

    Sections of position papers or their outlines that have yet to be approved by the Executive Committee may be presented to plenary sessions for discussion only, not adoption. Such sections are to be marked "Draft for Discussion Only; Not an Official Position Paper of the ASCCC" and shall bear the name of the writing group, the chair, and contributors to the draft.

5. At the second reading, a position paper shall be reviewed only for minor technical changes. Approval by majority vote is required to advance the paper for adoption at the

next plenary session.

6. Position papers that have been approved by the Executive Committee must be included in the information sent to the Area meetings before they will be considered for adoption. The vote of approval by the Executive Committee constitutes a resolution for adoption of the position paper by the plenary body. Papers will be considered the position of the ASCCC only when adopted by the delegates at a plenary session. These papers are marked "for adoption…"

Authority/Responsibilities

The Executive Director is responsible for the publication and distribution of all ASCCC publications (i.e. journals, newsletters, or articles, printed or electronic) that represent the viewpoint of the ASCCC. After adoption of the paper, the Executive Director will review the document and work with the chair of the group to finalize the document for publication. At this point only typographical corrections or clarification can be made. Substantive changes must be reviewed by the Executive Committee and may need to go back to the body for correction. Layout and production decisions will be the responsibility of the Executive Director working in conjunction with the Creative Director.

The Executive Director works with the Creative Director to develop timelines for submission, production, and distribution. The responsibilities include:
- Developing timelines for submissions.
- Making recommendations on printing and distribution process.
- Making recommendations for layout and design.

Editorial Guidelines for the *Rostrum*
- The *Rostrum* is intended to be a quarterly publication of the ASCCC, which provides content to inform faculty about statewide and local issues as well as academic and professional matters. The articles published in the *Rostrum* do not necessarily represent the adopted positions of the ASCCC. The Executive Committee submits the majority of contributions for each edition and these articles primarily reflect statewide activities and issues. *The Rostrum* reflects the ideas and opinions of a diverse statewide faculty with submission from the field and as such any faculty may submit an article for publication. Typically, Executive Committee members submit one article per quarterly edition, written by the Executive Committee member, co-authored with other members, or authored by other faculty.
- Articles are on topics that concern the academic and professional life of California community college faculty.
- Articles are short and clearly written, usually of no more than 1500 words.
- All articles must be of general interest to community college faculty.
- The *Rostrum* content editor (a faculty Executive Committee member or faculty member designated by the President) or the copy editor, in consultation with the President, may edit or rewrite articles for accuracy, tone, consistency, or length. Significant changes or statements of opinion will be cleared with the author before publication.
- Letters to the ASCCC and unsolicited articles by faculty members are welcomed; however, the decision to publish will be made by the president.

- Manuscripts will be evaluated for appropriateness and interest.
- Each issue of the *Rostrum* will be published to the ASCCC website.

Other Official Documents

Recommendations for the development of "other" official documents must be considered by the Executive Committee for publication. The Executive Committee may direct the initiator to take a resolution forward to delegates for deliberation. In rare instances, the Executive Committee can consider other official documents that are not adopted positions of the ASCCC. In this case, an agenda item will be brought forward to the Executive Committee with a rationale about why the information should be an official document of the ASCCC without a resolution.

The Executive Committee will use the following criteria when considering if an "other" document should be an official document of the ASCCC:

- Impact on resources
- Potential for eliciting confusion (duplicating or contradicting)
- Contrary to an existing ASCCC position
- May undermine the work of the ASCCC with system partners
- May be prescriptive in nature and undermines the principle of local control
- Timeliness or timelessness of issue or topic