



Strategic Management Plan

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and coordinates a response."
—Del Nelson*

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EXECUTIVE SUMMARY

This strategic management document is designed to guide the Faculty Association of California Community Colleges, Inc. (FACCC) and the Faculty Association of California Community Colleges Education Institute, Inc. (FACCC EI) through 2007. While FACCC's Board of Governors had historically engaged in annual planning, it had not engaged the collective participation of prior, current and potential leaders, along with recently hired faculty and non-members in a strategic process to comprehensively examine the organization and recommend substantial changes for its future.

The organizational changes envisioned in this document will help the Association reach its goal of enhanced power for community college faculty through increased membership and activism. As FACCC leader Del Nelson commented, "This document transforms the Association from one that conducts work in Sacramento and then reports on it to one that facilitates faculty involvement and coordinates a response."

The FACCC Board of Governors has approved this document with the understanding that it shall serve as a guide where appropriate, but can be changed as necessary. The Board will engage in a process to monitor implementation of the strategic plan.

DESCRIPTION OF THE ASSOCIATION

FACCC

FACCC began in 1953 as the California Junior College Faculty Council (CJCFC) and met for the next five years as a separate faction at the biannual meetings of the Southern California Junior College Association. In May 1958, members voted to withdraw from this administrator-controlled group and form an independent statewide faculty association supported by individual memberships.

Today, FACCC is one of the most powerful and effective voices for community college faculty in California. Organized under Section 501(c)(5) of the Internal Revenue Code, FACCC carries a membership of 9,000 full- and part-time faculty and generates annual revenues in excess of one million dollars. FACCC funds a corps of lobbyists and staff, whose mission is to carry out the directives of the faculty, represented by a 19-member elected board of governors.

Unlike unions that focus on labor issues, and academic senates, which preside over academic matters, FACCC embraces the entire spectrum of community college concerns and provides vigorous, multifaceted leadership wherever and whenever needed.

FACCC Education Institute

Founded in 1998, the FACCC Education Institute is as a non-profit organization, under Section 501(c)(3) of the Internal Revenue Code that focuses on research, communication and professional development for community college faculty. The FACCC Education Institute sponsors an annual conference, numerous workshops, and an award-winning quarterly journal.

FACCC Political Action Committee (PAC)

FACCC sponsors the FACCC PAC, whose dual mission is to elect candidates to legislative and other statewide offices who are supportive of FACCC's legislative agenda, and to engage FACCC members in political action. The FACCC PAC is governed under Section 527 of the Internal Revenue Code and is led by a bipartisan committee approved by the FACCC Board of Governors. Contributions to the FACCC PAC and participation in candidate elections are completely voluntary and exist separate from activities of the FACCC Board.

The FACCC PAC is the only statewide political action committee exclusive to community college faculty, and currently generates more than \$100,000 in annual revenues.

DEVELOPMENT OF THE STRATEGIC MANAGEMENT TASK FORCE

FACCC has always been a dynamic organization, striving to serve the evolving needs of its members. In 1997, the Board of Governors voted to create a separate research and education organization. This education institute assumed some of the current functions of the Association and created new opportunities for the membership. In 1999, following the resignation of FACCC's long-term executive director, the FACCC Board of Governors placed internal organization and structural reform at the top of its agenda. The new executive director was expected to guide the Association into the 21st century.

As a precursor to the Strategic Management Task Force, the FACCC Board of Governors and the FACCC Education Institute Board of Directors approved a comprehensive committee structure to help broaden the spectrum of power within the organization and secure a greater level of input and participation from the membership. Notwithstanding its commitment to membership service and a string of legislative and regulatory accomplishments, the organization lacked a clear direction for the new decade.

At its meeting of November 20, 1999, the FACCC Board of Governors expressed the need to reach out to the new generation of community college faculty and continue to strengthen the Association through a strategic management process. Board member Chaumonde Porterfield-Pyatt motioned to approve the Executive Committee minutes charging President Carolyn Russell and Executive Director Jonathan Lightman to locate potential consultants for this project.¹

Lightman and Russell spoke with three consultants before determining that Dr. Lindle G. Hatton was the most qualified. On March 3, 2000 the Executive Committee interviewed Hatton and invited him to present before the FACCC Board of Governors at its annual retreat on July 8.

Dr. Hatton recommended to the Board that the strategic management process be directed by a task force. He emphasized the need to include non-Board members on the task force, and suggested including a non-member of the Association as well.

Carrol Waymon moved, and Reona James seconded, a motion to create the task force to carry out Dr. Hatton's strategic management process. Following a call for Board and non-Board volunteers, the Board determined the composition of the task force as follows: four FACCC Board members (including the sitting president), one former Board member, two part-time faculty, two faculty members hired within the past five years, two faculty members with six to 15 years of experience, one non-member, and the Executive Director.

¹ Board member Margaret Quan seconded the motion, which moved the consent calendar for the meeting.

On September 21, 2000, John McDowell made a motion, seconded by John Jacobs, to approve the following individuals for the Strategic Management Task Force:

*Carolyn Russell, Richard Hansen, Reona James, Robert Yoshioka,
David Milroy, Fran Chandler, Deirdre Collins, Cecelia Hudelson
Putnam, Patricia Keller, Estina Pratt, and Jonathan Lightman.*

On October 13, the Executive Committee approved Brian Kennedy as a non-member of the Association.

SUMMARY OF TASK FORCE MEETINGS

On December 2, 2000, the task force held its first meeting. Dr. Hatton provided the members with ground rules to ensure smooth operations, a plan for the written product, projected timelines, and definitions of key terms. Concepts included:

- **Goals** – general, broad, challenging ideas;
- **Objectives** – how and when should the goals be accomplished; must be specific, measurable, aggressive but attainable, results-oriented, and time-bound;
- **Outcomes** – expected results when goals and objectives are accomplished; and
- **Measures** – relevant, reliable, valid assessments of sufficient value that enable the association to judge accomplishments.

Dr. Hatton directed the task force to develop a survey instrument, seeking faculty input on FACCC's strengths, weaknesses, opportunities, and threats (SWOT). Each task force member was asked to administer the survey to 15-20 faculty colleagues, including members and non-members. Results covered a total of 22 campuses. Cohorts were divided between faculty activists, non-activists, and random groups. All supporting documents are included in Appendix A. The meeting report is contained in Appendix B.

On March 24, 2001, the task force held its second meeting where it identified three categories of issues from the survey instrument that FACCC could address: association administration and governance, systemwide legislation and state politics; professional development and research. The task force formed three subcommittees to address these categories, with the request to develop goals, objectives, outcomes and measures for discussion at the next meeting.

At its third meeting, held May 12, 2001, the task force reviewed the responses to the goals developed from the scanning documents circulated in the field. Task force members consolidated two of the goals and helped clarify others. Objectives were aligned, with the idea of reviewing them through two subcommittees.

Dr. Hatton requested that the task force phrase all objectives in a "SMART" format:

- Specific
- Measurable
- Aggressive but Attainable
- Results Oriented
- Time Bound

On September 22, 2001, the task force held its final meeting, which focused on developing possible mission statements for both FACCC and FACCC Education Institute. The task force also drafted goals and objectives for consideration by FACCC's and FACCC Education Institute's committees and governing boards.

From September 2001 through May 2002, FACCC's committees were given the opportunity to review the draft goals, outcomes and objectives developed by the task force, making additions and deletions as appropriate. Among the committees providing input were the Executive Committee, Legislative Committee, Nominations, Leadership Identification & Elections Committee, FACCC PAC, Policy Committee, Membership Committee, and Professional Development Committee.

Additionally, the FACCC Board of Governors twice convened a subcommittee to review the draft goals, outcomes and objectives, with an eye toward implementing the changes in organizational structure and governance. These meetings were open to all board members who wished to participate.

DEVELOPMENT OF MISSION, VISION AND VALUES

A central component of the new strategic plan would be development of the following:

- Mission statement for FACCC
- Mission statement for FACCC Education Institute
- Vision statement
- Values

FACCC's Board of Governors and FACCC Education Institute's Board of Directors were tasked with developing their respective mission statements. FACCC's Board of Governors would also develop the organization's vision statement, while FACCC Education Institute's Policy Committee was asked to write the new set of values.

Dr. Hatton suggested the Association follow these guidelines:

Mission – Statement that identifies who we are, what we do, and what distinguishes us from other organizations (five-year timeline);

Vision – Describes the ideal future statement of the organization with a “BHAG” (big, hairy, audacious goal) that states what we desire to be in the future (10-15 year timeline);

Values – Key characteristics that reflect the desired culture, attitude and behavior of the organization and its staff in the conduct of decision-making and business practice.

On December 15, 2000, Dr. Hatton worked with the Policy Committee in drafting a set of values for consideration by the board. The FACCC and FACCC EI boards invited Dr. Hatton to their retreat on July 14, 2001 to help them develop vision and mission statements.

At the annual FACCC conference, held September 27-28, 2001, participants were asked to provide their input on the draft mission, vision, and values statements (see Appendix C). This input was discussed at the FACCC and FACCC Education Institute board meetings, where FACCC's vision statement and FACCC Education Institute mission statement were approved. On June 29, 2002, the Board of Governors approved FACCC's mission statement.

The mission, vision and values statements are as follows:

FACCC Mission

The statewide professional membership association that advocates solely for all community college faculty.

FACCC Education Institute Mission

The policy institute that enhances teaching and learning through research, communication, and professional development opportunities for community college faculty.

FACCC Vision

Every faculty a member, every member an advocate.

FACCC Values

Faculty as the core of the system

Advocacy for community college faculty

Commitment to student access, opportunity, and progress

Community colleges as a driving force for economic growth and social cohesion

Collegiality through embracing diversity and promoting professional development

GOALS, OUTCOMES, OBJECTIVES AND MEASURES

Goal 1: FACCC will engage faculty throughout the state in identifying and addressing community college needs.

Outcomes: Increased Membership, Grassroots Faculty Participation, Leadership Development

Objectives:

- 1.1 The Membership Committee shall incorporate interest-based councils as an ongoing part of the membership plan, beginning July 2003.
- 1.2 By July 2003, the Membership Committee shall formulate a plan to add two contract memberships in the next five years.
- 1.3 FACCC Board of Governors shall create a regional structure by July 2003.
- 1.4 By July 2003, the Executive Committee shall present to the Board of Governors a proposal to realign the Annual Meeting with the FACCC Conference.
- 1.5 By March 2003, the Executive Committee will present a proposal for consideration by the board regarding terms of service.

Goal 2: FACCC's legislative and policy advocacy will ensure that the professional interests of faculty drive the California community college system.

Outcome: Improved advocacy that is balanced and integrated

Objectives:

- 2.1 Increase participation in Faculty Advocacy Network Alert by 10 percent per year over the next five years.
- 2.2 Increase faculty participation in Leadership Lobby Day by 10 percent per year over the next five years.
- 2.3 In five years, fund raising should reflect \$1 per year per member above what is currently collected in payroll deduction.
- 2.4 Increase FACCC's volunteer participation in election cycles by 10 percent per election over the next two election cycles.

- 2.5 FACCC PAC shall develop coordinated activities in the next two election cycles with three local PACs.
- 2.6 Identify and support at least one faculty candidate for the state legislature each election cycle.
- 2.7 Increase fiscal base by two percent per year for the next five years.
 - A. Executive Community shall appoint a task force to develop a financial plan for the Association by July 2003.
 - B. The Building Task Force shall make recommendations regarding funding sources to the FACCC Board of Governors by November 2001.
- 2.8 Establish an Advocacy Coordination Committee consisting of chairs from the Legislative, Membership, Communications, Part-time, Retirement, FACCC PAC, Legal and other appropriate committees by September 2001.
- 2.9 Front load faculty issues at Consultation Council and Community College Board of Governors meetings.
 - A. Develop three Consultation Digests per year.
 - B. FACCC leadership to meet with six members of the CCBOG each year.
 - C. Develop and maintain working relationships with CoFO, CALSACC, and CCLC on legislative issues of mutual concern.
 - a. Meet monthly with CoFO
 - b. Meet annually with CCLC
 - c. Meet annually with CALSACC
- 2.10 The Policy Committee shall develop an agenda for the annual meeting every two years, beginning in 2003, to review policy issues.
- 2.11 The Legislative Committee shall seek input through a legislative focus group conducted through regional structure by November 2003.

Goal 3: FACCC will increase public awareness of its role as the professional association for all California Community Colleges faculty.

Outcome: Increase external recognition

Objectives:

- 3.1 Purchase a building by July 2002.
- 3.2 Commission a new logo by January 2003.
- 3.3 Review and refine the mission statement by July 2002.
- 3.4 Develop a vision statement by July 2002.
- 3.5 Increase collection of e-mail addresses by five percent per year.
- 3.6 Develop a public relations plan to promote reputation of community college faculty by September 2003.
 - A. Grow media links by two percent per year.
 - B. Enhance national and international links by two contacts per year.
- 3.7 Develop a plan for a Southern California office by September 2006.

Goal 4: FACCC's Education Institute will research community college issues and inform faculty throughout the state.

Outcome: Development of a viable and respected Education Institute with a unique mission.

Objectives:

- 4.1 Secure services of a researcher/grant writer who will direct studies and collaborate with faculty and graduate students by July 2003.
- 4.2 *FACCCTS* will include two policy articles per year by July 2003.
- 4.3 Enhance professional development opportunities:
 - A. Increase workshops to six per year and include topics that grow out of Education Institute research.
 - B. Increase participation in workshops by five percent per year over the next five years.

- C. Offer workshops in each region throughout the state.
 - D. Offer three units of credit for professional development offerings by July 2004.
 - E. Increase participation in credit professional development by five percent per year.
- 4.5 Develop a plan for a Professional Development and Leadership Mentorship Network by July 2004.
- 4.6 Evaluate the feasibility of institutionalizing the FACCC press by July 2004.

IMPLEMENTATION PLAN

The Association will work on multiple levels to implement the strategic management document. Responsibility for implementation rests with the FACCC Board of Governors, the FACCC Education Institute Board of Directors, FACCC leaders participating on FACCC committees, FACCC members, and FACCC staff.

While the goals, outcomes, and objectives assign jurisdiction over many of the objectives, the following will follow approval of the plan:

- 1) Board of Governors through the Executive Committee, subcommittees, and task forces as appropriate, will conform the FACCC and FACCC Education Institute bylaws to the strategic plan;
- 2) Board training on how the plan can be implemented;
- 3) Staff training on how the plan can be implemented;
- 4) Annual review of the implementation of the plan;
- 5) Membership to be educated about the plan through *FACCCTS* in the earliest edition available;
- 6) Development of a new plan should start no later than July 2006.