



ALAMO
COLLEGES
DISTRICT

To: PVC

From: Executive Faculty Council

Re: Recommendations as proposed by Leadership Framework (BOT Policy B.9.1) Ad-Hoc Committee

Date: November 27, 2017

In March, Super Senate submitted a charge to the Executive Faculty Council (EFC) to recommend a single, District-wide leadership program that meets the needs of employers and ISD/university partners and to outline how this model will be taught to students at scale. The Super Senate charge asked that EFC conduct research to: identify the leadership needs of employers, identify what k-12, community colleges, universities, and nationally-recognized leadership programs are currently using, identify how each college is currently helping students gain leadership knowledge and skills. The Super Senate charge asked that EFC recommend a single, District-wide leadership model framework that identifies competencies that meet the needs of employers and aligns with leadership models used by ISD/university partners.

The EFC, in consultation with the Leadership Framework (BOT Policy B.9.1) Ad Hoc Committee, proposes these final recommendations to the PVC (please see the attached documents for more details):

- **Framework** with two tiers of Knowledge, Skills, and Abilities attainment
- **Assessment** of student learning
- **Documentation** with evidence of learning
- **Faculty and staff development**
- **Student awareness** campaign

B.9.1 Leadership Model

EFC Recommendations

PVC Charge Joint VPs to review and address

Date: November 27, 2017

Charge	Action	Implementation Target
<p>Recommend a single, District-wide leadership model framework with outcomes that meets the needs of employers and aligns with leadership models used by ISD/university partners</p>		
<p>Recommendation 1: Framework Each college will create a leadership development program that is available to all students. The leadership development program should have two tiers, each addressing a different level of attainment of a shared set of knowledge, skills, and abilities (KSAs). The KSAs reflect outcomes that are highly desired by employers, and are aligned with our community ISD and university leadership programs.</p> <div data-bbox="134 824 1182 927" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>KSAs (Knowledge, Skills, and Abilities): Critical Thinking * Effective Communication * Social Responsibility * Teamwork * Personal Responsibility</p> </div> <p>Tier 1: Student-centered, introductory level (all students) Students are introduced to, and will demonstrate an understanding of, the KSAs they need to be accountable and successful throughout their academic journey. In this tier, students learn to take personal responsibility for their own learning, communicate with other students, faculty, staff, and community partners, understand the importance of critical thinking, and understand how their own behavior impacts the communities in which they live.</p> <p>Tier 2: Applied Leadership, community level (students self-select) Students are able to apply the leadership KSAs in their classes, extra-curricular activities, through engagement with the community, and through opportunities to engage with university and workforce partners in their chosen pathway.</p>	<p>Each college will create a Tier 1 program that can be completed by a student upon completing their first 2 semesters of consecutive attendance.</p> <p>Each college will create a Tier 2 program that can be completed by a student after completing Tier 1.</p> <p>Colleges can use the Resource Manual developed by the Learning Framework Ad Hoc committee as a repository of leadership training resources available to all Alamo Colleges District students, faculty, and staff.</p> <p>Each college will develop an implementation committee of faculty and staff.</p> <p>College implementation committees will develop a mechanism for sharing their work with each other.</p>	<p>Fall 2018</p>

<p>Recommendation 2: Assessment All colleges are committed to assessing what we are doing, and each college will assess student attainment of leadership KSAs in both Tier 1 and Tier 2 programs.</p>	<p>Each college will create and utilize a common rubric for assessing leadership KSAs at each Tier.</p>	<p>Spring 2019</p>
<p>Recommendation 3: Documentation Each college will collect and archive assessed evidence of student progress in each Tier. Students will have access to the archived, assessed evidence for two years after graduation or transfer. Completion of each Tier will be documented.</p>	<p>Each college will identify a common method for collecting and archiving assessed evidence of student progress in each Tier. Each college will determine a means of documenting completion of each Tier.</p>	<p>Spring 2019</p>
<p>Recommendation 4: Faculty and Staff development District HR / Training, faculty, staff, and Faculty Fellows at each college will create faculty and staff development surrounding the leadership development programs at each college.</p>	<p>Associate Vice Chancellor of Human Resources, Vice Presidents, Deans, Faculty and Staff representatives from College implementation committee, and Faculty Fellows</p>	<p>Spring 2019</p>
<p>Recommendation 5: Awareness Campaign for Students Students will be made aware of the leadership program available at their college prior to enrolling in their first term. Awareness campaign can be included in New Student Orientation (required of all incoming students) and in one of the Advising Touchpoints (students are required to meet with their advisor at 15, 30, and 45 hours in order to get a PIN)</p>	<p>Each college will commit to developing, implementing, and assessing an ongoing awareness campaign for students regarding their leadership program.</p>	<p>Fall 2018</p>

District-Wide Leadership Program (BOT B.9.1)

EFC Recommendation Presentation

B.9.1 (Policy) Educational Philosophy – The Alamo Way: Always Inspire, Always Improve

Since leadership is a common requirement for every program and every student, the Board expects the faculty and administration to **recommend a single, District-wide leadership program** that meets the needs of employers and ISD/university partners and to **outline how this model will be taught to students at scale** across the Alamo Colleges District, thereby achieving economies of scale, especially regarding materials, and achieving a leadership standard our external community embraces.

Further, the Board expects the administration and faculty to **monitor and evaluate the implementation** of this action and recommend **improvements and/or modifications over time** to best meet the needs of our students and community.

Charge of EFC

- Conduct research to identify
 - the leadership needs of employers
 - what K-12, community colleges, universities, and nationally-recognized leadership programs are currently using
 - how each College is currently helping students gain leadership knowledge and skills
- Recommend a single, District-wide leadership model framework that identifies competencies that meet the needs of employers and aligns with leadership models used by ISD/university partners

Leadership Framework Ad Hoc

- Needs of employers
 - Association of American Colleges & Universities (AACU) Employer Survey, 2012 Leadership Forum @ SPC, O*NET
- What K-12, community colleges, universities, and nationally-recognized leadership programs are currently using
 - AACU Leadership Council, Creighton University, University of Texas at San Antonio, EISD, NISD, NEISD, Dallas Community College District
- How each College is currently helping students gain leadership knowledge and skills
 - PAC Coordinator of Measurement & Evaluation, SAC Director of Learning Assessment, SPC Center for Learning Resources, NVC Coordinator of Measurement & Evaluation, NLC Coordinator of Academic Assessment
 - Program, Department, Co-Curricular/Inside Classroom, Alignment to Institutional Learning Outcomes, Assessment Measures Used, Description of Program
 - Student Leadership Institute

Five Recommendations

- **Framework** with two tiers of Knowledge, Skills, and Abilities attainment
- **Assessment** of student learning
- **Documentation** with evidence of learning
- **Faculty and staff development**
- **Student awareness** campaign

Recommendation 1: Framework

- Each college will create a leadership development program that is available to all students. The leadership development program should have two tiers, each addressing a different level of attainment of a shared set of knowledge, skills, and abilities (KSAs). The KSAs reflect outcomes that are highly desired by employers, and aligned with our community ISD and university leadership programs.
- Key KSAs: **Critical Thinking, Effective Communication, Social Responsibility, Teamwork, Personal Responsibility**

KSAs and Sub Competencies

Critical Thinking	Effective Communication	Social Responsibility	Teamwork	Personal Responsibility
<p>information literacy</p> <p>deep understanding of what data, information, or research is and its application</p> <p>innovation and creativity</p> <p>synthesizes information to provide sound conclusions</p> <p>analyzes complex problems</p>	<p>clear written communication</p> <p>clear oral communication</p> <p>actively listens to others</p>	<p>demonstrates ethical judgement and integrity</p> <p>a sense of responsibility to a global community</p> <p>social accountability</p> <p>participation in intentional service activity</p> <p>service to the community</p> <p>ethical and equitable decision-making</p> <p>social awareness</p>	<p>works well in teams</p> <p>emotional intelligence or adapts to emotional climate of others</p> <p>manages interpersonal conflicts</p> <p>comfort working with diverse people</p> <p>develop relationships</p>	<p>able to self-regulate</p> <p>personal work values-ethic</p> <p>personal goals</p> <p>self-motivated</p> <p>a commitment to life-long learning</p> <p>self-reflection</p>

Tier 1: Student-centered, introductory level (all students)

- Students are introduced to, and will demonstrate an understanding of, the KSAs they need to be accountable for and successful throughout their academic journey.
- In Tier 1: Students learn to
 - take personal responsibility for their own learning,
 - communicate with other students, faculty, staff, and community partners,
 - understand the importance of critical thinking, and
 - understand how their own behavior impacts the communities in which they live.

Tier 2: Applied Leadership, community level (students self-select)

- In Tier 2, students may apply the leadership KSAs
 - in classes,
 - in extra-curricular activities,
 - through engagement with the community, and
 - through opportunities to engage with university and workforce partners in their chosen pathway.

Recommendation 1 Actions

- Each college will create a Tier 1 program that can be completed by a student upon completing their first 2 semesters of consecutive attendance.
- Each college will create a Tier 2 program that can be completed by a student after completing Tier 1.
- Colleges can use the Resource Manual developed by the Ad Hoc committee as a repository of leadership training resources available to all Alamo Colleges District students, faculty, and staff.
- Both faculty and staff will serve on the implementation committees at each college. College implementation committees will develop a mechanism for sharing their work with each other.
- Implementation Target: Fall 2018

Recommendation 2: Assessment

- All colleges are committed to assessing what we are doing, and each college will assess student attainment of leadership KSAs in both Tier 1 and Tier 2 programs.

Recommendation 2 Actions

- Each college will create and utilize a common rubric for the college to assess leadership KSAs at each Tier
- Implementation Target: Spring 2019

Recommendation 3: Documentation

- Each college will collect and archive assessed evidence of student progress in each Tier. Students will have access to the archived, assessed evidence for two years after graduation or transfer.
- Completion of each Tier will be documented.

Recommendation 3 Actions

- Each college will identify a common method for collecting and archiving assessed evidence of student progress in each Tier.
- Each college will determine a means of documenting completion of each Tier.
- Implementation Target: Spring 2019

Recommendation 4: Faculty and Staff Development

- District HR / Training, faculty, staff and Faculty Development Faculty Fellows at each college will create faculty and staff development surrounding the leadership development programs at each college.

Recommendation 4 Actions

- Associate Vice Chancellor of Human Resources, Vice Presidents, Deans, Faculty and Staff representatives from College implementation committee, and Faculty Fellows
- Implementation Target: Spring 2019

Recommendation 5: Awareness Campaign for Students

- Students will be made aware of the leadership program available at their college prior to enrolling in their first term. Awareness campaign can be included in New Student Orientation (required of all incoming students) and in one of the Advising Touchpoints (students are required to meet with their advisor at 15, 30, and 45 hours in order to get a PIN)

Recommendation 5 Actions

- Each college will commit to developing, implementing, and assessing an ongoing awareness campaign for students regarding their leadership program
- Implementation Target: Fall 2018

Resource Manual

- Internal Resources – Alamo Colleges
 - Leadership – In the Classroom
 - NLC, NVC, PAC, SPC, SAC
 - Speech and Student Leadership Institute Integration
 - Leadership – Outside of the Classroom (report out from Aug 3 meeting)
 - NLC, NVC, PAC, SPC, SAC
 - Student Leadership Institute (SLI)
 - SLI Overview
 - SLI Guidebook 2017
 - SLI Tier 1 Learning Objectives
 - Covey Resources Inventory and Contact Information for Access
 - Resources for software to archive evidence items
- External Resources
 - AACU National Leadership Council (report out from Jul 6 meeting)
 - NACE Competencies (page with link to their information)