Leadership in a Participatory Governance Environment

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Ice breaker- 20 minutes

Getting to know you.
You will get to know some of your colleagues.

You will each have one minute to:
1. Introduce yourself name, college, and position.
2. Share your answer to a mystery question.
Mystery Question 1

If you could change one thing about community colleges what would it be?
Mystery Question 2

What is something you are grateful for?
Mystery Question 3

What aspect of community colleges best aligns with your moral compass?
Mystery Question 4

What significant challenge did you have to overcome to complete your degree?
Mystery Question 5

Give an example when someone intervened/advocated on your behalf at a critical moment.
Mystery Question 6

What is the strongest barrier to student completion at your college?
Mystery Question 7

What is the most meaningful research project you have participated in?
Mystery Question 8

Share an example of a participatory governance “train wreck” you witnessed.
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The purpose of this workshop is to describe the history and expectations of participatory governance, ground the expectations in theories of effective change, and to assist participants in developing the tools to be effective leaders in this environment.
Four topics in this workshop...

• 1. Provide an overview of “Participatory Governance” including AB 1725, Title 5, and 10+1

• 2. Change theory and governance practices

• 3. The interrelationship between governance structures, planning, and supporting research

• 4. Effective Leadership Principles for Institutional Researchers in a Participatory Governance Environment
Part 1: An overview of “Participatory Governance” including AB 1725, Title 5, and 10+1
Vote(s) of no confidence related to lack of participatory governance.

http://www.sdmesa.edu/about-mesa/governance/academic-senate/resolutions/Resolution%202018.4.3%20Vote%20of%20No%20Confidence%20Final%20Draft%20041318.pdf

This is not participatory governance
Hot Wash – Vision for Success Goal Setting

• A hotwash is the immediate "after-action" discussions and evaluations of an agency's (or multiple agencies') performance following an exercise, training session, or major event, such as Hurricane Katrina.

• Your college is just emerging from a deadline-driven Goal-Setting exercise.

  • How did it go on your campus?
  • Train wreck? Or smooth sailing?
  • What went well?
  • What didn’t go well?
  • Did “governance” issues play a role?
In September of 1988 AB 1725 was signed into law. The bill required “...the board of governors to develop policies and guidelines concerning the academic senate, and standards regarding the role of students in governance.”
The BOG shall establish "minimum standards," and local governing boards shall "establish procedures not inconsistent" with those standards to ensure:

- Faculty, staff and students the right to participate effectively in district and college governance and

- The right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Adapted from Truths, Myths, and Assumptions: AB1725, Title 5, and Faculty Roles in Shared Governance Past and Present
The governing board shall adopt policies for appropriate delegation of authority and responsibility to its academic senate.

...providing at a minimum the governing board or its designees consult collegially with the academic senate when adopting policies and procedures on academic and professional matters.
“Consult collegially” means district governing board shall develop policies on academic & professional matters though either or both of the following methods, according to its own discretion:

(1) relying primarily upon the advice and judgment of the academic senate; or

(2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach **mutual agreement** by written resolution, regulation, or policy of the governing board effectuating such recommendations
Definitions in Board Policy (YCCD BP 7-8049)

• “Rely primarily” means the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not approved, the Board or its designee shall promptly communicate in writing its reason to the respective senate(s).

• “Mutual agreement” means that recommendations shall be prepared by either the Academic Senates or the Board’s designee, and are subsequently ratified by both. If “mutual agreement” cannot be reached after good faith effort, existing policy shall remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial fiscal hardship, which the Board shall promptly communicate in writing to the respective Senate(s).

• Question: Which one is “stronger” from a faculty perspective?
The Ten Plus One § 53200(c)

Functions of the Academic Senate

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.
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.
11) Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.
Activity: Board Policy Race

In your district, which activities are “rely primarily” and which are “mutually agree”? 
What do the data reveal?
(a) The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance.

(4) Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.
Student Role: Title 5 § 51023.7

(a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to **participate effectively in district and college governance**.

(b) For the purposes of this Section, district and college policies and procedures that have or will have a “significant effect on students” includes the following:

1. grading policies;
2. codes of student conduct;
3. academic disciplinary policies;
4. curriculum development;
5. courses or programs which should be initiated or discontinued;
6. processes for institutional planning and budget development;
7. standards and policies regarding student preparation and success;
8. student services planning and development;
9. student fees within the authority of the district to adopt; and
10. any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.
YOU LOVE PARTICIPATORY GOVERNANCE TOO?

DID WE JUST BECOME BEST FRIENDS?
Discussion:
Is it “Shared Governance” or “Participatory Governance”?
Is it “Shared Governance” or “Participatory Governance”?

• “Shared Governance” is not a term used or defined in Education Code or Title 5. Phrases used:
  Faculty – “Consult Collegially”.
  Students and Staff – “Participate Effectively”

• Participating effectively in district and college governance is shared involvement in the decision making process.
• Does not imply total agreement.
• Does not require same level of involvement by all; and...
• Final decisions rest with the board or designee.
• **The piercing question**: Is the *accountability* for final decisions shared? Who is accountable if things go south...?
Questions

• Does the obligation to consult give faculty veto power?

• Do faculty have final authority in curricular matters? Courses and programs both?

• Who is accountable for final decisions regarding 10+1 issues?

• Does wording matter?
  9) Processes for program review.
  10) Processes for institutional planning and budget development.

Adapted from Truths, Myths, and Assumptions: AB1725, Title 5, and Faculty Roles in Shared Governance Past and Present
Part 2: Change theory and governance practices
Why is this relevant?

- Researchers study and measure what *is*.
- Researchers help answer, “What might happen if...?”
- Leaders review what *is* and promote *change* and *improvement* to make things better.
- Leaders need researchers and planners to guide the change process and provide data for refinement.
- Institutions *look back* on change and assess effectiveness.
- *Effective researchers are leaders and scholars.*
- *So...a grounding in change theory will assist researchers in leading toward meaningful change at their institutions.*
Leadership / Change Process –
Four Theoretical Models

1. George Polya’s Four-Step Problem-Solving Method

2. Kurt Lewin's Change Management Model

3. John Kotter's 8-Step Change Model

4. Michael Fullan’s *Leading in a Culture of Change*
George Polya’s Four Steps for Problem-Solving

• George Polya – 1945 – Mathematics Professor at Stanford

• **Essential observation:** Some students thrive in solving problems and others struggle. Why?

• Result = Book: *How to Solve It*

• Four steps:
  1. Understand the Problem
  2. Develop a Plan
  3. Carry Out the Plan
  4. Look Back

• [https://en.wikipedia.org/wiki/How_to_Solve_It](https://en.wikipedia.org/wiki/How_to_Solve_It)
Kurt Lewin's Change Management Model

Kurt Lewin, 1940s – Father of social psychology

Three-Stage Model
1. Unfreeze
2. Change
3. Refreeze

Requires that prior learning be rejected and replaced.

http://www.currentnursing.com/nursing_theory/change_theory.html
Kotter's 8-Step Change Model


1. **Create urgency**
2. **Form a powerful coalition**
3. **Create a vision for change**
4. **Communicate the vision**
5. **Empower action**
6. **Create quick wins**
7. **Build on the change**
8. **Make it stick**

Implementing & sustaining for change

Creating the climate for change

Engaging & enabling the organisation

Linear Model

https://www.mindtools.com/pages/article/newPPM_82.htm

Michael Fullan - Leading in a Culture of Change


https://www.slideshare.net/jdelvalle/fullans-power-point

A Framework for Leadership
Discussion: Which of these change theories aligns best with governance practices at your institution?

Lewin: Linear Model

Fullan: Swirl Model

Your Turn
Part 3: Governance Structures
Concept: Human anatomy is very complex. To understand it, you need to look at individual layers one at a time.
Do your *structures* promote effective governance?

**Columbia College before...**

- SLO Committee
- Faculty Union
- Curriculum Committee
- Facilities Committee
- Classified Senate
- Academic Senate
- Safety Committee
- Classified Union
- Distance Ed Committee
- Technology Committee
- Professional Development Committee
- Flex Committee
There are four constituencies at the college—Students, Faculty, Classified Staff, and Administrators—represented by six constituent groups.

- Students
  - Associated Students of Columbia College
- Faculty
  - Academic Senate
  - Yosemite Faculty Association
- Classified Staff
  - Classified Senate
  - Classified School Employees Association
- Administrators
  - Leadership Team

* Participatory Governance Councils include representatives from ALL constituent groups.

** Standing Committees may include representatives from some or all constituent groups, depending on their functions.

Academic & Professional Matters

As required by Title 5 §53200 and Board Policy 7-8049, the Academic Senate plays a unique role in governance regarding “academic and professional matters.”
Constituency Representation Layer
Integrated Planning Layer
INTEGRATED BUDGET DEVELOPMENT AT COLUMBIA COLLEGE

Budget development at Columbia College is represented in the diagram below. Each area identifies needs associated with meeting its goals and carrying out its plans. Budget requests are linked to program reviews, plans and initiatives, and infrastructure needed to carry out the role of each council and standing committee. Budget decisions are made "in light of" the College’s Mission and Values to facilitate carrying out aspects of the Strategic Plan in pursuit of the Vision. Individual plans are designed to assist the college in carrying out its Strategic Plan in pursuit of the Vision.

Needs (incl. equip & people) from program reviews are prioritized by divisions and sent forward. Needs of standing committees are carried forward by administrators responsible for budgets.

The Administrative Team, led by the VP-CAS, gathers needs from program reviews, councils, and committees and works to identify funding for as many needs as possible. Their work is forwarded as a recommendation to College Council.

Integrated Budget Development Layer
Research and Planning Layer

• Hmmm! Hadn’t thought of that until now...
You’re turn!
Exercise 1: Draw the council and committee hierarchy at your college.
Exercise 2: Draw the planning layer at your college.
Exercise 3: Draw the research layer at your college.
Part 4: Effective Leadership Principles for Institutional Researchers in a Participatory Governance Environment
Polya’s Method in Practice

• What is the role of the researcher in college, district, and statewide initiatives?

• Plethora of change initiatives
  • Vision for Success – Local Goal Setting
  • Student Equity and Achievement Plan
  • Guided Pathways Self Assessment – the new one
  • AB 705 Implementation
  • Strong Workforce Programs

• Pick 2!
Step 1: Understand the Problem

- What is the role of the researcher in guiding the college community toward understanding the problem?
Step 2: Develop a Plan

• What is the role of the researcher in guiding the college community to develop a plan to address the problem?
Step 3: Carry Out the Plan

- What is the role of the researcher in guiding and monitoring as the college carries out its plan?
Step 4: Look Back

• What is the role of the researcher in measuring the effectiveness of the solution, the impact on students and the institution, and developing college-wide understanding of what has been learned?
Role of the Institutional Researcher in an Initiative

- Where in the process does the researcher have the greatest opportunity for effective leadership?
- Where are the biggest challenges for the researcher in this process?
- Where does the researcher have the greatest opportunity for a misstep? And what are the potential consequences?
Brainstorm (as time allows)

• What do you see as the role of Planning and Research in a Participatory Governance Environment?

• How can we promote or support participatory governance?

• What are the barriers to effective participatory governance at your college or in your district?
Brainstorm, Cont’d

• How can R&P assist in understanding governance structures?

• Which steps of change models require the greatest participation from R&P?

• How can R&P professionals ensure that the “look back” process occurs in a meaningful way?
Q&A and a Hearty Thank You!