Leadership in a Participatory Governance Environment

Brian Sanders
Vice President of Instruction, Columbia College

Brandon Price
Dean of Student Services, Columbia College
Ice breaker- 25 minutes

Getting to know you.
You will get to know 8 of your colleagues.

You will each have one minute to:
1. Introduce yourself name, college, and position.
2. Answer 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?
Leadership in a Participatory Governance Environment

Brian Sanders, Vice President of Instruction, Columbia College
Brandon Price, Dean of Student Services, Columbia College
The purpose of this workshop is to support participants to become more familiar with the history and requirements of participatory governance and to give participants the tools to be effective leaders in this environment.
Purpose of this workshop

During this workshop we will:

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

• Discuss your experiences leading in a participatory governance environment

• Review leadership and change models for effectively leading in a participatory governance environment

• Review a number of scenarios and describe how you would lead in such an environment
Relevance – Current Events

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
AB 1725

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

(Title 5 § 53203)

Adapted from Truths, Myths, and Assumptions: AB1725, Title 5, and Faculty Roles in Shared Governance Past and Present
"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, & 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.
Activity: Board Policy Race

What does your board policy state related to which method will be utilized? 1,2, or both?

“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, & 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.
Ten Plus One (AKA 11)

Functions of the Academic Senate
1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
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.
Misperceptions

• Obligation to consult gives faculty veto power

• Faculty have final authority in curricular matters

• Interpretation of 10 + 1: process vs. operationalization

• Final authority on decisions regarding the 10+1

Adapted from Truths, Myths, and Assumptions: AB1725, Title 5, and Faculty Roles in Shared Governance Past and Present
So what is “Shared Governance”? 

Shared Governance is not a term used or defined in Education Code or Title 5 

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
Brainstorm

• 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?
How has Columbia Revamped Structure to Promote Participatory Governance?
Leadership / Change Process

Lewin's Change Management Model

Kotter's 8-Step Change Model
Implementing Change Powerfully and Successfully

Leading in a Culture of Change
Fullan, Michael
Lewin's Change Management Model
Kotter's 8-Step Change Model
Leading in a Culture of Change
Leadership Dilemmas