Shared Governance 12/14/12

Decision making framework

By December 14, 2012 PC will have a final draft of shared governance definition and shared understanding of the responsibilities incumbent upon an organization in decision-making, culture and communication.

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| **Board Policy GBB Shared Governance** |
| The concept of shared governance is to provide staff and student involvement in decision  making in a climate of mutual trust and respect |
| **The benefits of shared governance** |
| * The expertise, insight and analytical skills from a broader base of individuals throughout the organization; * A greater identification with decisions and therefore greater commitment to their implementation; * A broader perspective of College objectives and of the ways to achieve them; * The promotion of cooperation, mutual understanding, team identity and coordination; * Increased opportunities for conflict resolution through consultation and consensus building; * A greater understanding and acceptance of decisions. |
| **The President and Presidents’ Council oversees the development of guidelines as needed for the implementation of shared governance.** |
| Definitions and guidelines on implementing shared governance. The following matrix allows for Presidents’ Council to see the current guidelines, expectations and implementation of shared governance through articulated in Visions to Reality next to the December 4th discussion, the literature review and draft themes and the 2008-09 Presidents’ Council proceedings addressing shared governance. |

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| **Visions to Reality** | **Presidents’ Council 1st Draft 12/4 Modifcations Based on Discussion**  **Implementing Board Policy GBB Shared Governance** | **Presidents’ Council 1st Draft 12/4**  **Implementing Board Policy GBB Shared Governance** | **2008-09/09-10 Presidents’ Council proceedings on Shared Governance** |
| **The following columns serve to cross reference sources used in the conversation and decision-making process related to shared governance.** | | | |
| **Operational/implementing definition of Shared Governance** | **Operational/implementing definition of Shared Governance** | **Operational/implementing definition of Shared Governance** | **Operational/implementing definition of Shared Governance** |
| Shared Governance is not a term used in Visions to Reality.  The focus is on decision-making and problem solving. | *Draft:* Shared governance is the set of practices under which students, staff and faculty participate with administration in significant decisions concerning the fulfillment of the college mission.  *Set of practices:*   * *Transparency* * *Inclusiveness* * *Current policy is substantial* * *Communication* * *Responsibility of individual communication* * *Seek differing viewpoints (not necessarily align with you)* * *Cultural alignment* * *Practice of thinking globally* * *Best interest of the group* * *Common ground being the students and the institution* | Shared governance is the principled use of power and influence to achieve the mission of the college.  Shared Governance is applied through formulating and implementing meaningful ways to engage large numbers of people in the sharing process. | Shared governance requires frequent and thorough communication and involvement with students and staff.  Effective shared governance requires a tolerance for and an ability to respectfully agree to disagree.  Staff and student involvement will be enhanced if there is ‘buy-in’ upfront to goals and values.  Shared governance requires personal responsibility to participate and be committed to the College. |
| **The importance of a common reason why we operate in a shared governance system** | | | |
| **Values: Community & Students** | **Common ground being the students and the institution** | **To achieve Mission fulfillment of the College** | **Used Mission as Common Ground** |
| By drawing upon our collective strengths and engaging the community, we continue to provide quality education accessible to all students, adapt to changing needs, and remain accountable to the community we serve. | Significant decisions concerning the fulfillment of the college mission.  Best interest of the group | To serve the people of the college district with quality education and training opportunities that are accessible to all students, adaptable to changing needs, and accountable to the community we serve. | Focused on communication and actions of governance not the why we engage in governance. |
| **Our responsibility and accountability as staff and students in carrying out the responsibilities of shared governance** | | | |
| **Individual Responsibility** | **Individual Responsibility** | **Individual Responsibility** | **Individual Responsibility** |
| Every staff member is a problem solver, with the right and the responsibility to identify and resolve issues they encoun­ter on the job  Effective communication and coopera­tion among staff members is necessary to fulfill the college mission  Every employee is urged to play an active role in this process, and needs to have a clear understanding of how he or she is connected to this network.  Staff members are responsible for seek­ing opportunities for continued profes­sional growth  Ask: How can I…  Improve service to our students?  Respond to emerging needs?  Take advantage of new opportunities?  Operate more efficiently?  Create a better future for CCC? | Understand and embrace the role of a representative.  Understand your knowledge or skills in the conversation and commit to strengthening the decision process, outcome and/or implementation.  The responsibility to understand competing perspectives and viewpoints that are not necessarily aligned with you.  Accept that not all are responsible for the final decision, but some may want to be part of the process along the way.  Individual responsibility must have follow through with information that is provided.  Connect the community.  Practice of thinking globally | Take responsibility as a whole (together) for the governance of his/her institution as a whole (entirety).  Be selective in participation.  Responsibility to adopt a broader perspective than one’s own interest  Commit and be capable of sharing with others the complexity inherent in a complex world and in the event of forced choices  Commit to attitudes that stops “shooting from the hip.”  Bring an objective, learning and constructive approach and style to bear on the problems.  Invest in a proposal not one’s own ego. | Every employee is urged to play an active role in this process, and needs to have a clear understanding of how he or she is connected to this network and the work under discussion. (Expanded upon Visions to Reality statement). |
| **What do we need to understand about communication in shared governance** | | | |
| **Communication** | **Communication** | **Communication** | **Communication** |
| Effective communication and coopera­tion among staff members is necessary to fulfill the college mission. | Current lack of communication causes strife among staff.  Key factors should include communication and trust.  Opportunity for grass roots to top up communication. This is when shared governance is created*.*  Communication being shared and received properly.  **Review of issues/concerns:**   * Current communication is too decentralized. * *Where in the process is it not working?* * *Is this current process missing?* * *How do you determine which issues require the right amount of communication?* * *What decisions should be made* collaboratively? * Who should be discussing what?   **What is not a shared governance process or decision:**  Personnel, Bargaining, student protected FERPA, other excluded by statute or federal law or items that are internally destructive (between groups/departments) | Perfect communication rarely happens. What is required is continuing and effective communication, including information about constraints in the process or in the substance of the decision.  Timing is essential. Identify process and who needs to be involved, what type of participation is needed, how soon the decision needs to be made, what implementation of the decision looks like and how the decision will be communicated.  Access to decision makers and access to information necessary to participate, make information available and in a timely manner  Provide adequate feedback: When a decision is made, it is communicated to those who rendered advice and counsel and to the community at large.  Disagreements are discussed with the recommending body so all fully understand and the reasons for the disagreement are clear.  Openness means listening and considering advice seriously. | Leaders include elected, administrative, lead staff, department chairs, group leaders, situational leaders (anyone can convene a solutions group).  All CCC Leaders are skillful communicators, problem solvers, decision makers, and are proficient in conflict resolutions/management.  CCC leaders communicate effectively with colleagues and students to solve problems, make decisions, and resolve conflicts.  CCC leaders communicate effectively with colleagues and students to make a healthy, vibrant organization, solve problems, make decisions and resolve conflicts. |
| **Deciding** | **Deciding** | **Deciding** | **Deciding** |
| **Definition of Consensus:**  **Consensus decision-making is the preferred mode. A consensus exists when all members can accept a decision or recommendation. This does not imply uniform acceptance or the same level of agreement among all members. (From College Council)** | | | |
| **The college** maintains an open and inclusive organizational structure which enables all staff members to participate in the decision making process  Each of us is connected to the college’s information-sharing and decision-making network on several levels, beginning with our own departmental work group.  **Work Group/Department**  We meet regularly within our departments to review issues pertaining to our own area of operation.  **Dean/Council**  These issues are resolved directly whenever possible, or else referred with recommendations to our division dean or appropriate council for review.  **Decision-making Network**  We can also enter into the decision-making process through CCC’s college-wide network of ***councils, committees and taskforces***.  These councils, committees and taskforces are organized to promote free information sharing and gather the widest possible input from across the college community.  Community input—through the Board of Education, the College Foundation, and advising committees—is also an integral part of the college decision-making process at all levels. | Shared decisions focus resolutions on:   * What works best for our students * What works best for our college * Create a shared sense of mission and direction. * Ensures streamline processes * Determines the threshold of a decision that involves campus wide participation   **Decision-making/Implementation**  Step 1: Origination  A need for a decision is identified. Identifies who is lead convener.  Step 2: Who needs to be involved?  Community  Business  Partners  Students  Board  Classified  Faculty  PT Faculty  All employees  Step 3: Consult to determine who has final responsibility/accountability/authority. Determine is this a final recommendation outcome or a final decision outcome.  Step 4: Define those who have knowledge, skills, expertise, and interest.  Step 5: Determine size of initial group to draft recommendation.  Step 6. Initial group identifies draft outcomes, information needed, initial communication required, larger group review and final communication required and timeline. If involves sensitive information, identifies what information provided is appropriate for students/staff/public (as a population)  Defines the role and responsibilities of the members of the group/representative  Identify how this decision is able to be influenced (larger group, survey, open house, dept. meetings, etc)  Step 7: Initial group assembles and defines, details, and communicates a process about the matter under discussion; drafts initial communication with process and outcomes.  Step 8: Initial group drafts solutions to achieve outcomes, convenes larger group for participation (is this clear, are there other considerations, are there others to be consulted, are timelines achievable). Identify and be responsible for understanding competing perspectives.  Step 9: Initial group takes participation information and re-drafts solution, communication, process and timelines.  Step 10: Initial group reviews implementation plan to achieve outcomes.  Step 11: Initial group updates process, communication and implementation plan.  Step 12: Initial group finalizes decision and  Articulates the need, participation, communication, implementation and evaluation plan process. Explains how a process was completed.  Step 13: Identify group to check in on implementation progress and success in achieving outcomes.  Step 14: Define when/if a communication update needs to be provided and to whom. | It does not mean asking for a decision from a sole interest group.  Openness is required, but so is leadership and outstanding leadership creates a consensus and does not merely “hope to find it.”  Be selective in determining what needs to be processed by when, by when. Too many requests for quick advice or quick turnaround will kill trust.  Open communication of priorities is needed, but they will cause grief. Some will not like their programs articulated as not high priorities. Those associate with high priority programs will want to know where the money went! |  |