

Effective Shared Governance: The FHDA Way

*A study of what is currently in place,
opportunities for improvements, and
recommendations for next steps*

District Opening Day, September 20, 2023

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- *What does effective shared governance look like in our district?*
 - *What are the benefits to effective shared governance?*
 - *What are the challenges to effective shared governance?*

Some
Benefits
and Values
of Our
Governance
System...

what are
others?

Expertise and analytical skills of many

Understanding of objective/decisions

Commitment to implementation

Leadership opportunities

Promotion of trust and cooperation

Opportunities for conflict resolution

Less dissent

Some Challenges...

what are
others?

Participation by individuals with limited expertise

Time away from other duties


Can require considerable time for decision

Shared accountability

Differing expectations and understanding

Potential conflict if board/designee rejects recommendation

HISTORY & GIVENS... Statewide

- **1988: AB 1725 (Vasconcellos)**
 - Bi-partisan legislative directive to treat California Community College's as institutions of **Higher Education (not K-12)**
 - Mission priorities & funding models
 -  Faculty min. qualifications & tenure
 - **Decision-making/governance**
- **Title 5 & Ed Code: Effective participation & Collegial Consultation**
 - Faculty, staff and students have the right to participate effectively in governance
 - Collegial Consultation with Academic Senates on 10+1
 - Primary reliance OR Joint Development
 - Role of Academic Senates on other matters
 - Role of Students (9+1) and Staff in Policy & Procedure recommendations to the Board
- **Title 5 & Educational Employment Relations Act, Government Code (Collective Bargaining Rights)**

nothing in the Board of Governors' regulations may be construed to "detract from any negotiated agreements between collective bargaining and district governing boards"



FHDA = Multi-College District



FHDA Board Policies (BP's) related to shared governance

[2222 Student Role in Governance](#)

[2223 Role of the Academic Senate in Academic and Professional Matters](#)

[2224 Role of Classified Staff in Governance](#)



[FHDA BP/AP 2410 Policy & Procedure Review](#)

Chancellor's Advisory Council (CAC) and Subcommittees
Academic & Professional Matters Committee (APM)



College governance structures & handbooks

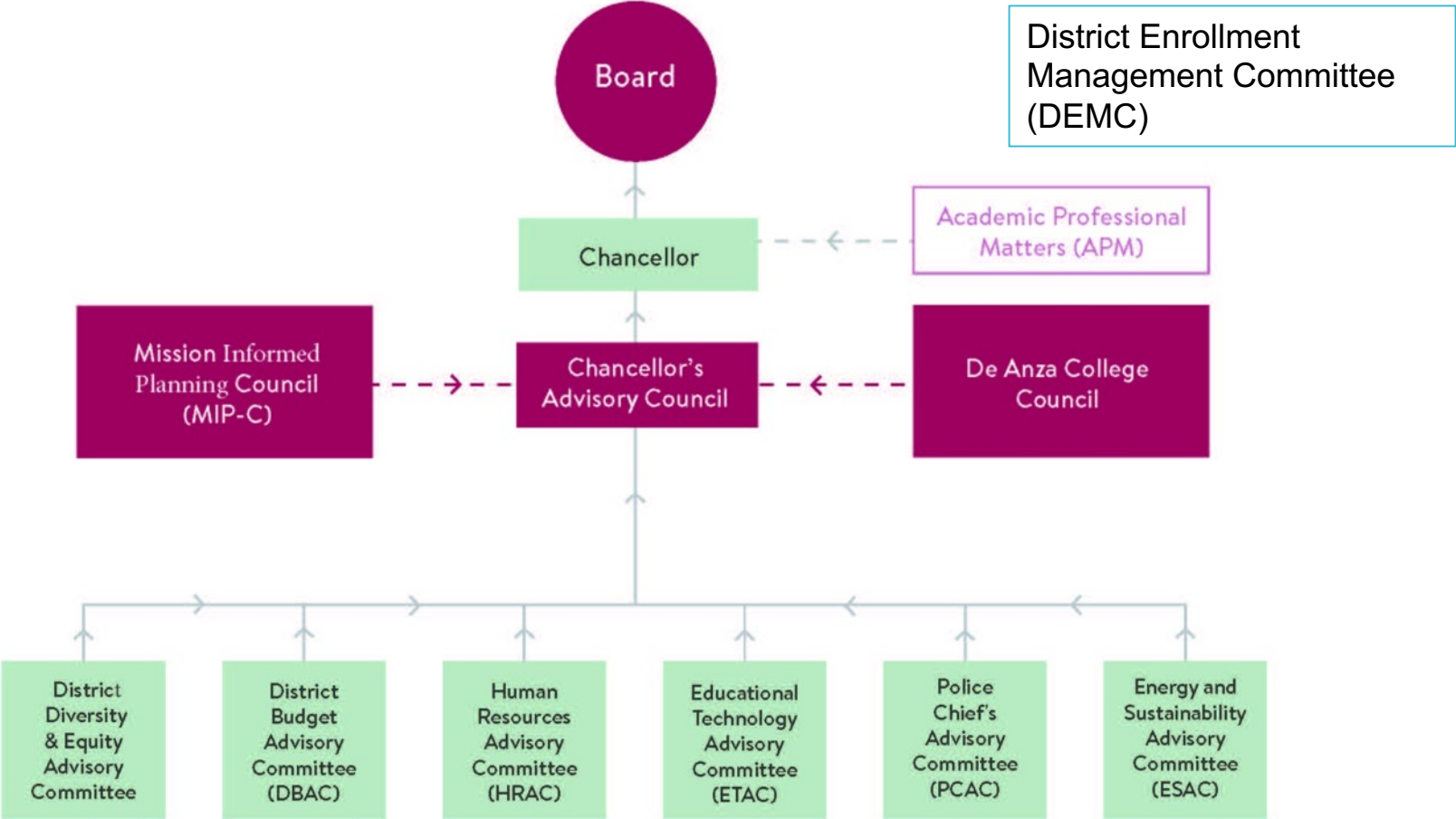


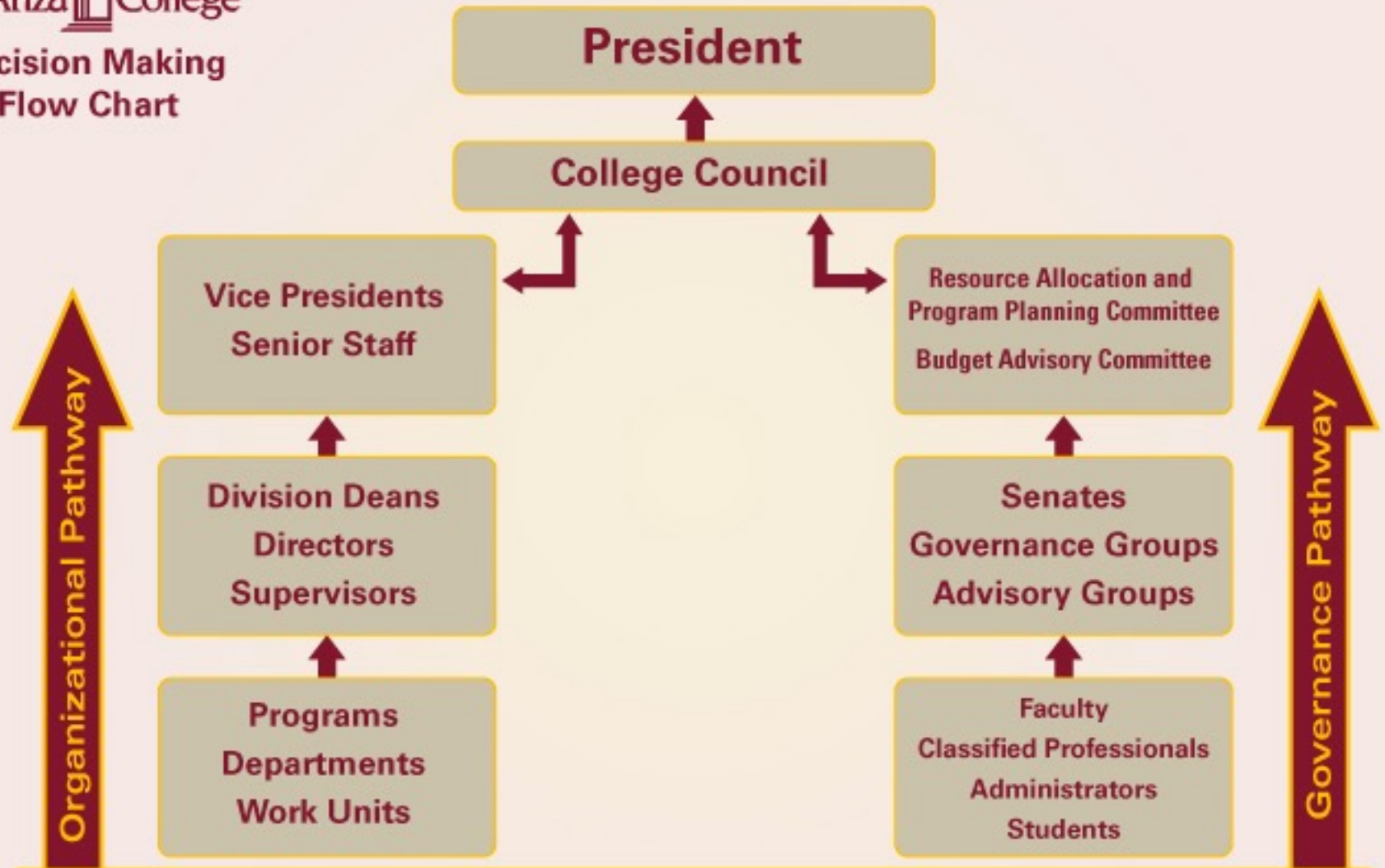
Senate constitutions & resolutions

**HISTORY &
GIVENS...
Local**

Foothill-De Anza Community College District Participatory Governance Structure

“Meeting and Serving the Needs of the Community”





De Anza College Guiding Documents: Mission, Institutional Core Competencies
Strategic Initiatives, Educational Master Plan, Program Review, Learning Outcomes

COVID-19 vaccine/positive test reporting required for on-campus classes. Masks strongly recommended and may be required in some offices and classrooms. [See details here](#)

OUR VISION & VALUES

GOVERNANCE

GOVERNANCE & DECISION-MAKING

▶ [Mission \(I'm\) Possible Council](#)

▶ [President's Office](#)

[Governance Meeting Archives](#)

Constituency Groups

▶ [Academic Senate](#)

▶ [Classified Senate](#)

[ASFC Campus Council](#)

Other Committees

▶ [Curriculum](#)

Bargaining Units

[ACE](#)

[CSEA](#)

[Faculty Association](#)

District Level

[Chancellor's Office](#)

[Board of Trustees](#)

[District Academic Senate](#)

Governance at Foothill

College governance provides an opportunity for faculty, staff and students to express their opinions and provide feedback to the college president on college planning, allocation of resources, and the evaluation of institutional effectiveness.

Mission Informed Planning Council

Visit the [Mission Informed Planning Council \(MIP-C\) website](#) for an overview of Foothill's new governance council, including meeting and membership information.

Governance Meeting Archives

Visit our [meetings archive page](#) for links to past council and committee meeting information and documentation.

GUIDING DOCUMENTS

[Mission Statement](#)

[Strategic Vision for Equity 2021–2025](#)

[Educational Master Plan \(EMP\) - Goals & Objectives](#)

[See all planning documents >](#)

Some
additional
guidance on
Effective
Participation

(CCLC &
ASCCC)

Effective Participation(T5)

- Participating effectively in district and college governance is shared involvement in the decision-making process.
 - It does not imply total agreement;
 - The same level of involvement by all is not required; and
 - Final decisions rest with the board.

Example

Task for Groups: Map out the shared governance flow of your topic!

- **Example:** Students on faculty hiring committees

Modeling the task

Example: Student rep on faculty hiring committee.

1. Is this an issue that "belongs" in shared governance? Who decides?
2. What is the flow of the recommendation to the Board of Trustees (or designee)?

Shared Governance *May rely primarily on academic senate	Operational (Admin authority)	Collective Bargaining
AP's & BP's	* Plan implementation	Salary & benefits
Planning Documents -Master planning -Strategic planning -Budget/resource development and allocation processes	Execution of AP's, except ones designated as primarily relying on academic senates	Working Conditions Mandated training Employee grievances
Professional Development	Execution of	
Curriculum (including modalities and pathways)	* contractual documents	
Program Creation & Discontinuance	*	
Accreditation Reports	*	
Matters of "significance" to staff, students and faculty		

What does effective participation OR shared governance look like in our district?

STEP 1: Agree on what "belongs" in the shared governance decision-making structure/flow

- P&P's (per BP 2410)
- Not collective bargaining – but some "crossover" and collaboration may be required and/or desirable
- Not *clearly* "admin purview" - how do we know/agree what this is?

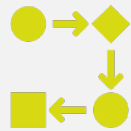
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STEP 2: Agree on the structure/flow of decision-making

- Will be different/unique by "**topic**" (e.g. BP/AP on 10+1 vs. Non-10+1 vs. Curriculum vs. Master Planning Document vs. processes for tenure, etc.)
- Will be different/unique by "**entity**" (e.g. All District vs. College/Central Services-specific)



Where are the GAPS?



What is needed to make this more effective (the entire process?)



Who else needs to be included in these discussions?

What does
effective
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OR
shared
governance
look like in
our district?

STEP 3: Agree on Committee & Member Roles & Responsibilities

- Charters of Committees, with purview, leadership, decision-making protocol, etc.
- Processes for member appointments (and compensation/reassign?)
- Handbooks & Onboarding

What does
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STEP 4: Support and Honor the process

- Member support
- Periodic check-ins
- Periodic evaluation and "after action reviews" of problematic situations

Beyond
process and
structure,
what else do
we need to
consider?

