

Governance Recommendations. 3-D

BACKGROUND

In accordance with Board of Education Policy BP325 and in collaboration with College Council, a comprehensive and inclusive evaluation of Lane's governance system was commissioned with the goal identifying strengths and weaknesses in the existing system so that it could be improved. This review was initially led by a task force and subsequently by the Governance Subcommittee of College Council. The review included identifying best practices, analyzing feedback, and producing findings that would lead to recommendations for improvement.

The work of the review began in Spring 2018 and continued through May 2019. College Council provided majority and minority recommendations, which were subsequently discussed at a college-wide forum on May 23. After consideration of the information, recommendations, evidence, and dialogue, preliminary recommendations are submitted for board review. The board should note that the recommendations are broad and will require the college community to work on an implementation plan in the FY20 academic year.

Process and Timeline

2018

Campus survey

Spring-Summer 2018

Organization and planning

Initial campus conversations

Spring conference plenary and breakout session

Mission Fulfillment and Institutional Effectiveness Report

Fall 2018-Winter 2019

Task force and subcommittee meetings

Research and development

Data synthesis and evaluation

Campus communications

Governance self-evaluation and panel discussion

College forums, outreach and conversations

Spring 2019

Governance Subcommittee meetings

College council discussion - majority and minority reports

College forums

Mission Fulfillment and Institutional Effectiveness Report

Recommendations to the Board of Education

Summer 2019

Continued research and review of high-impact practices in college governance (Library Research Guide)

Fall 2019-Spring 2020

Implementation of approved recommendations

Fall 2020

Launch of new system

Recommendations

The following recommendations are informed by majority and minority recommendation reports from College Council, feedback and input from the larger campus community, accreditation standards and best practices, the Governance Review Blog, and Board of Education policy.

1. Reaffirm the College's commitment to an inclusive model of governance in accordance with Board Policy BP325

Notes and Rationale

Throughout the evaluation process, members of the campus community expressed deep and sincere interest in a robust, effective, inclusive, and meaningful system of governance for the College. The College Council majority recommendation used the phrase *shared governance* in its recommendation. Because this phrase has widely varying meanings and interpretations for different groups and individuals, it is recommended that the college engage the services of a consultant to help the campus community better understand the nuances of these terms. The college remains committed to a governance system that is inclusive and encourages wide participation from campus stakeholders. *Policy Criteria: All. Related College Council majority recommendation: 1.*

2. Design the governance council model in support of the college mission

Notes and Rationale

A common theme from members of the current governance system, groups and individuals from throughout the campus community, and external accreditors is that our current system is [overly] complex, difficult to understand and navigate, focused on operational and functional issues, and not clearly aligned with our mission. A system of fewer, mission-focused councils may provide more clarity for the campus community, be more effective in addressing college-wide policy issues and decisions, and be more effective in directly supporting our mission. This recommendation is consistent with draft frameworks and models discussed at College Council and in Governance forums. Much campus-wide work that will occur in 2019-2020 will be focused on this recommendation. *Policy Criteria: 1, 3, 4, 6.*

3. Expand governance participation and representation

Notes and Rationale

Another common theme that arose throughout the evaluation process is the need for expanded participation through both an equity lens and expertise lens. Access, inclusion, and participation issues and concerns were identified through data synthesis and were consistently brought forward in campus outreach and engagement. Although this need was not addressed in recommendations from College Council, inclusivity concerns were articulated in the minority report. *Policy Criteria: 5, 6.*

4. Provide comprehensive training and professional development for governance participants

Notes and Rationale

Governance system participants have clearly articulated the need for regular and comprehensive training to better understand structure, roles, responsibilities, decision-making, authority, accountability, and assessment. This recommendation is consistent with the majority recommendation of College Council. *Policy Criteria: All. Related College Council majority recommendation: 2.*

5. Develop clear and widely understood rules and processes for governance council decision-making.

Notes and Rationale

There is a pervasive lack of clarity about roles and rules for governance policy and planning decisions as well as questions and concerns about the effectiveness and efficiency of consensus models in participatory governance. This recommendation is consistent with the majority recommendation from College Council. *Policy Criteria: 1, 2, 3, 4, 5, 6. Related College Council majority recommendation: 11.*

6. Support participation in governance through administrative support for each council, and providing compensation and release time as negotiated with employee groups, developing a fair, equitable system of compensation and/or release time to support governance work.

Notes and Rationale

During the evaluation process, numerous concerns were raised about the need for improved transparency, communication, and organization of governance work and the capacity of faculty, classified staff and managers to meaningfully participate in governance. Consistent with the majority recommendation of College Council, dedicated administrative support will provide continuity among councils and perform important communications, administrative, and organizational work that will lessen council member work load and encourage broadened engagement and participation. Additionally, the College should continue to provide compensation and release time for participation as negotiated with employee groups. The majority recommendation from College Council included the phrases "adequate compensation/release" and

"other substantive work in context." These are not included here because they are open to significant interpretation which should be addressed in contractual negotiations. The College will engage in conversations with union leadership in efforts to provide support for participation. *Policy Criteria: 2, 3, 4, 5, 7. Related College Council majority recommendations: 4, 5.*

7. Empower governance councils to support institutional planning efforts; provide principles, guidelines, and frameworks; convene forums and campus engagement opportunities to inform institutional plans; and vet and approve planning documents.

Notes and Rationale

This recommendation reflects the need to clarify the role of governance in institutional planning. It reflects what has been effective in practice over the past several years with the Strategic Plan, Strategic Learning Framework, and Facilities Master Plan. This recommendation clarifies the important role of councils throughout the planning cycle and removes the current policy ambiguity between planning development, implementation and accountability. *Policy Criteria: 1, 3, 4, 6. Related College Council majority recommendation: 6.*

8. Strengthen alignment, communication, and connection between governance and college-wide initiatives, committees, and strategic priorities

Notes and Rationale

There is opportunity and need to communicate, strengthen, and leverage connections between governance councils and other college-wide efforts to include accreditation, institutional effectiveness, equity lens, and guided pathways. This recommendation is consistent with the majority recommendations of College Council. *Policy Criteria: 1, 2, 3, 4. Related College Council majority recommendations: 7, 9.*

9. Assure council accountability for outcomes and evaluation of council work

Notes and Rationale

Throughout the evaluation process, members of the governance system and campus community at large expressed the need for council accountability. BP325 Criterion 3 addresses effectiveness; however, it does not address accountability. *Policy Criteria: 1, 2, 3, 4. Related College Council majority recommendation: 8.*

10. Review and improve college policy and procedure processes and systems

Notes and Rationale

The current college policy and procedure system (COPPS) is inconsistent with regard to correctly identifying policies versus procedures. A Policy and Procedure Committee will be established to review our current policy and procedure structure, properly align and classify current policies and procedures, and make recommendations for improvements in overall design and structure. This

recommendation is consistent with the majority recommendation of College Council.
Policy Criteria: 1, 2, 3, 5, 6. Related College Council majority recommendation: 3.

11. Develop and implement a campus-wide communications process for governance

Notes and Rationale

Perhaps one of the more prevalent and pervasive findings of the evaluation process was a dearth of clear, consistent, meaningful communications, from meeting notices and agendas, engagement forums and opportunities, to notification of new and updated policies. This recommendation is consistent with the majority recommendation of College Council. *Policy Criteria: 1, 2, 3, 5, 6. Related College Council majority recommendation: 10.*

Development, Refinement, and Implementation

With Board of Education approval, the College will commence a year-long process to establish a new governance structure and process that is consistent with these recommendations. The president is recommending utilizing an outside consultant/facilitator with expertise in governance, organizational design, and project management to assist in convening a governance work team and lead this important work. The team will be comprised of faculty, staff, students and managers from across the College, and will be tasked with regular communications, extensive outreach and engagement, and iterative development and refinement of our governance system with the aforementioned recommendations at the center. All work will be carried out through the lens of equity and social justice.

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Board of Education Policy Policy

Number

BP325

Policy Category

Governance and Executive Directions

Policy Title

College Governance System

Lane Community College is governed by a system that is a learning-centered system and fulfills the vision, mission, core values and strategic directions of the college.

The college governance system shall recognize that the best decisions regarding policy and planning at the institutional level are made through the inclusion of many and diverse voices. The system of governance shall ensure that the authority, responsibility, accountability, and relationship among and between the board, managers, faculty, staff, and students are clearly described and communicated.

By Oregon statute, authority to govern Lane Community College is vested in the board of education. The board, in turn, delegates authority for the general supervision and control of the college to the college president. The president, to achieve the college ends, delegates authority to college administration and the college governance system, while retaining final authority over both.

The governance system recognizes the role and authority of the president of the college as being directly accountable and responsible to the board of education for the education leadership and effective management of the college's human, facilities and land and fiscal resources. Every effort will be made to reach a consensus acceptable to all stakeholders. In the event consensus is not timely reached at the governance table, the final decision will rest with the administrator with authority and responsibility for the matter under consideration. The final decision will be informed by the multiple perspectives voiced during consideration of the matter and by majority and minority reports submitted.

The focus of the governance system is at the institutional planning and policy level, not the operational or implementation level which are the responsibility of managers and administrators. Timelines for policy and planning work will be established by the responsible administrator. Administrators will consult with the appropriate Council on implementation of plans and policies.

The board of education shall evaluate the governance system based on its:

1. Clarity;
2. Wide and explicit communication;
3. Effectiveness;
4. Efficiency and timeliness;
5. Processes that encourage employee and student participation in problem solving and

- decision making;
6. Processes that assure that decisions are made at the appropriate level, by the appropriate
 7. group with the needed expertise; and
 8. Recognition of the support needed for employees and students to participate and contribute
 9. meaningfully.

The president shall present a monitoring report on the work of the governance system which is responsive to these criteria on an annual basis.

Adopted: March 10, 2004

Reviewed: September 10, 2008

Revised: January 14, 2015