Shared Governance at Clark College

"Shared governance at Clark College is a decision-making framework in which institutional policies and priorities are determined by the decision-making body[1] in collaboration with those affected. Roles and responsibilities of students, faculty, staff, administrators, and trustees will need to be clearly defined and communicated to ensure accountability. Effective shared governance requires all members of the college community to contribute to an environment of mutual respect and trust."

Principles of Shared Governance

The college will participate in shared governance through these principles:

Equity and Representation:

- Those members of the Clark College community who are most greatly affected by the decisions will be represented during the decision-making process.

- Decision-making bodies will include and engage with individuals who hold systemically non-dominant identities through collaboration with Employee Resource Groups, student clubs, and other groups.[2]

- All materials will be made available in accessible formats[3] to include the entire college community, and will be available in a central, easy-to-access location, allowing for multiple ways to participate and communicate in the processes taking place.

- When participating in decision-making processes, participants are expected to act in good faith, allowing for members of the decision-making bodies to uphold the values of the institution and bring forth their constituency's input above their own self-interest.

- It is important that all Clark College community member voices are consistently acknowledged for their contributions to final decisions, and are invited to deepen their contributions and further participate in the decision-making process.

- Ecosystems affected by College decisions are vital participants in our community, and will be represented by designated human voices to ensure the long-term sustainability of our environment.[4]

Transparency and Communication:

- Groups and/or members of the decision-making body will be clearly identified to the Clark College community in an accessible format,[3] which will be available in a central, easy-to-access location.

- All decision-making bodies will communicate their work to the college in an accessible format[3] which will be available in a central, easy-to-access location, in the interest of transparency.

- All decision-making bodies will invite feedback at important intervals determined by the body of the group.

- All representational bodies will communicate their goals, responsibilities, and progress at intervals determined by the group.

- How membership is determined will be communicated in an accessible format,[3] which will be available in a central, easy-to-access location.

- Member names and contacts will be available to the college in an accessible format,[3] which will be available in a central, easy-to-access location.

Responsibility and Accountability:

- All decision-making bodies will define their responsibility and accountability, and reassess these definitions at intervals determined by the body of the group.

- Final decisions and policies will be communicated in an accessible format, which will be available in a central, easy-to-access location.

- Plans for reassessment and effectiveness will be defined for each decision as deemed necessary.

- When the decision-making body is not directly responsible for the implementation of a policy or plan, they will take the responsibility to ask for reports or outcomes and support bodies responsible for implementation.

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[1] Decision-making bodies need to be defined more broadly than those described as legally responsible, but also not an over reaching term designated to any department or person who makes decisions at the college.

[2] How this can be achieved will be determined in future implementation of the principles.

[3] Accessible formats will address needs of multi-lingual audiences, individuals with visible and invisible disabilities, and will align with the Office of Disability Support Services' requirements for workplace accommodations.

[4] As the college moves towards a better understanding of our impact on the environment, it will become clearer to everyone how our decisions impact our ecosystems.

Shared Governance and You[5]

Everyone is responsible for shared governance!

Almost every person at the college makes a decision that affects other employees at some point during their employment. And every person is, at some point, affected by a decision someone else makes. Sometimes it's as simple as the decision several years ago to pick up garbage twice a week from office spaces, and other times it's as complex as drafting a new strategic plan. Whether you're making a decision or being affected by a decision, you have a role in shared governance at Clark College!

So what does shared governance mean for you? That depends on the decision

Before You Make a Decision

If you're making a decision, you should do the following:

- Consider who will be affected by the decision. Cast your net far and wide.
  Make separate lists for each of these four groups of people:
  - **Responsible** for the work that needs to be done.
  - **Accountable** for the work having been completed.
  - Needs to be **Consulted** to ensure the change is successful.
  - Needs to be **Informed** once the decision is made.

- Engage in a two-way discussion with **Responsible** and **Consulted** individuals.

- Present the problem you're trying to solve, your preferred solution, and why it's your preferred solution.

- Listen to their feedback. Ask clarifying questions so you understand their viewpoints

- Take notes so you can address specific points later in the process.

- Take the feedback you've been given and work through your solution, incorporating the suggestions you can, and addressing those you cannot. Sometimes your new solution will bear no resemblance to what you presented initially, and other times you won't have to change a thing. Document what you incorporated, what you didn't, and WHY you made the decisions you made.

- Take your new solution back to **Responsible** and **Consulted** individuals. Present the new solution. Use the document you created in the last step to address how you incorporated the feedback you were given, or why you weren't able to.

- Present the solution to the people or person who were on your **Accountable** list.

- Inform those who were on your **Informed** list.

When a Decision May Affect You

When you may be affected by a decision, you should do the following:

- Seek opportunities to give feedback about the decision;

- Engage in discussions with others who would also be affected by the decision;

- Find out what date the final decision must be made by so that you can provide timely feedback;

- Seek to understand the constraints the decision-maker is working within (Are there portions of the decision that are legislated, contractual, or otherwise beyond their control?); and

- Seek to understand the interests of others who will also be affected by the decision. (It's rare that there is only one stakeholder or stakeholder group in a decision. The decision-maker will ultimately have to balance your needs with the needs of other stakeholders. The more you understand about others' positions, the more clearly you can communicate what parts of your position are most important to you, and which you can compromise on—even if they're points you don't want to compromise on.)

Equitable Decision-Making Tool

CLARK COLLEGE
OFFICE OF DIVERSITY
EQUITY AND INCLUSION

Purpose:

❑ What is the intended outcome of the decision?

❑ Do you have a clear, defined reason and need for making the decision?

❑ Does the current situation have negative impacts on Systemically Non-dominant (SND) or other vulnerable populations?

❑ Is this decision data-informed?

❑ What data was used to make the decision? *Data can be both qualitative and quantitative.*

❑ Is this data disaggregated to discover disparate impacts?

Power and Privilege:

❑ Have you reflected on how your own power and privilege might affect this decision?

❑ How have you flattened power dynamics in the decision-making process? *Everyone has a voice, regardless of their power.*

❑ Has everyone in the decision-making process voiced their concerns and have those concerns been addressed?

Consulted and Informed:

❑ Who are the key stakeholders?

❑ Who should be consulted or engaged?

❑ Who is left out of the decision-making process?

❑ Who is engaged and represented in the decision-making process? Have they been consulted on how they would like to be involved in the process?

❑ Has adequate time been given to meaningfully incorporate all voices in this decision?

❑ What is being communicated, to whom, and how?

❑ Who is communicating the information? On whose behalf? How is the message being filtered? How is information coming in and out?

❑ Has there been consensus on minimum requirements to meet the goal?

Impact:

❑ What is the desired impact of the decision?

❑ Does this decision have disparate impact on any groups?

❑ How will this decision reduce disparate impacts on systemically non-dominant groups?

❑ What departments will be impacted by this decision and how?

❑ Who will benefit from this decision? Who will be burdened?

❑ Have you considered all impacts? *Campus climate, morale, budget, relationships*

❑ If you are unsure whether you have considered all impacts, what will you do to become informed?

❑ Who or what groups are most impacted by this decision and how are they represented throughout the decision-making process?

❑ Has accessibility been considered? *i.e., digital, physical accessibility*

Consider Alternatives:

❑ Is this decision being rushed in any way?

❑ Is there a better time for this decision?

❑ Have you considered alternatives for this decision?

❑ Is there a different cultural perspective that you have considered?

Long-Term Effects *(7th Generation Mindset)*:

❑ Did you consider and incorporate lessons learned from similar decisions made in the past?

❑ What short and long-term impacts will this decision have? Immediate? 1 year? 3 years? 7th Generation?

❑ What effect will this decision have on the budget? Immediate? 1 year? 3 years? Longer-term?

❑ What is your plan to revisit this decision to ensure equitable outcomes?

Continuous Improvement:

❑ What strategies will be used to ensure this decision continues to have the intended impact(s)?

❑ What circumstances might change down the road that would render the decision ineffective or detrimental in the future?

❑ How will you measure effectiveness? *Qualitative and Quantitative*

Broader Questions to Ask:

Have I interrupted bias and White Supremacy Culture* in the decision-making process?

Have I led with racial equity** in my decision-making?

How will I mitigate the impacts discovered using the Tool?

Systemically Non-Dominant[1] (Jenkins, 2018)

People with Disabilities
- Mobile and Physical Accessibility
- Invisible disabilities
- Neurodiversity

People of Color
- Disaggregate historically underrepresented:
  - African-American/Black
  - Pacific Islander
  - Native American
  - Latinx
  - Asian*

*can be further disaggregated

People from the LGBTQ+ Community
- Disaggregate historically underrepresented:
  - Transgender Individuals

Other Identities to Consider:

- Age
- Disability Status
- Educational Background
- Ethnicity/Culture
- Family Status
- Food Insecure
- Foster Youth
- Gender Expression
- Gender Identity (Cisgender, Transgender)
- Geographic Region
- Home/Houselessness
- Immigration Status
- Justice-Involved
- Language Proficiency/ Use of English
- Learning Style
- Nationality/Citizenship
- Position and Level in the Hierarchy
- Race
- Relationship/ Marital Status
- Religion/Spirituality
- Sex Assigned at Birth
- Sexual Orientation
- Size/Appearance/ Athleticism
- Skin Color
- Socio-Economic Class
- Survivor
- Veteran Status
- Work Style
- Years of Experience

Equity vs. Equality

Equality: Giving everyone the SAME, regardless of the need.
Equity: Giving everyone what they need.

"Equality is giving everyone a shoe. Equity is giving everyone a shoe that fits."

*White Supremacy Culture

This decision-making tool was built to address and challenge the systems outlined in White Supremacy Culture. Some of the themes are listed below, visit the link above to read more about each of these themes, how they show up in our culture, and ways to challenge them.

- Perfectionism
- Sense of Urgency
- Defensiveness
- Only One Right Way
- I'm The Only One
- Quantity over Quality
- Worship of the Written Word
- Paternalism
- Either/Or Thinking
- Power Hoarding
- Fear of Open Conflict
- Individualism
- Progress is Bigger, More
- Objectivity
- Right to Comfort

**Leading with Racial Equity

The State Board of Community and Technical Colleges (SBCTC) has taken the lead of the Governor in placing racial equity at the center of all of our work with this statement:

"Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities."

Read more about this statement.

[1] Jenkins, D. (2018). A Critical Lens to Rethinking Power, Privilege and Inequity Language: "Systemically Dominant" and "Systemically Non-Dominant". Share the Flame, LLC: Camas, WA, www.shareflame.com

B.U.I.L.D. Training Program

Broadening Understanding, Intercultural Leadership and Development