SPECIAL MEETING OF THE BOARD OF TRUSTEES
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
AND RICHLAND COLLEGIATE HIGH SCHOOLS
District Office
1601 South Lamar Street
Lower Level, Room 007
Dallas, TX 75215
Tuesday, June 1, 2010
1:00 PM

AGENDA

I. Certification of Posting of Notice of the Meeting   Wright Lassiter

II. Micromanagement

III. Governance

IV. Trustees Placing Items on Agendas and Requesting Customized Information

V. Executive Session: The Board may conduct an executive session as authorized under §551.074 of the Texas Government Code to deliberate on various personnel matters, including continuation of annual evaluation of the chancellor.

As provided by §551.072 of the Texas Government Code, the Board of Trustees may conduct an executive session to deliberate regarding real property since open deliberation would have a detrimental effect upon negotiations with a third person.

The Board may conduct an executive session under §551.071 of the Texas Government Code to seek the advice of its attorney on a matter in which the duty of the attorney under the Rules of Professional Conduct clearly conflict with the Open Meetings Act.

VI. Adjournment of Special Meeting

CERTIFICATION OF POSTING OF NOTICE JUNE 1, 2010
SPECIAL MEETING OF THE
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
AND RICHLAND COLLEGIATE HIGH SCHOOLS
BOARD OF TRUSTEES

I, Wright L. Lassiter, Jr., Secretary of the Board of Trustees of the Dallas County Community College District, do certify that a copy of this notice was posted on the 28th day of May, 2010, in a place convenient to the public in the District Office Administration Building, and a copy of this notice was provided on the 28th day of May, 2010, to John F. Warren, County Clerk of Dallas County, Texas, and the notice was posted on the bulletin board at the George Allen Sr. Courts Building, all as required by the Texas Government Code, §551.054.

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Wright L. Lassiter, Jr., Secretary

Micromanagement[1]

In business management, **micromanagement** is a management style where a manager closely observes or controls the work of his or her subordinates or employees. Micromanagement is generally used as a negative term.

Webster's Dictionary defines micromanage as: "to manage with great or excessive control, or attention to details".

Dictionary.com defines micromanage as: "to manage or control with excessive attention to minor details".

Encarta online dictionary defines micromanage as: "attend to small details in management: to control a person or a situation by paying extreme attention to small details".

Micromanagement is generally seen as a management style where a manager does not trust his subordinate staff, and as such constantly checks and controls their duties, generally leading to a decrease in productivity

In contrast to giving general instructions on smaller tasks while supervising larger concerns, the micromanager monitors and assesses every step and avoids delegation of decisions. Micromanagement is often easily recognized by employees, but micromanagers rarely view themselves as such. Micromanagers will also refute such claims by citing their management style as structured or organizational; this is part of the denial process.

The notion of micromanagement can be extended to any social context where one person takes an inappropriate level of control and influence over the members of a group. Continued micromanagement can result in disengagement. A disengaged employee puts in time but little else, and their apathy affects not only their own productivity but that of his/her colleagues. Because a consistent pattern of micromanagement tells an employee you don't trust their work or judgment, it is a major factor in triggering disengagement.

Extreme cases represent dangerous management pathology. The latter is characterized by an obsessive style of management and is closely related to workplace bullies, narcissists (Renee Kowalski) and other management pathologies. Micromanagers, like many addicts, are the last ones to recognize that they are addicted to controlling others.

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[1] Source: http://en.wikipedia.org/wiki/Micromanagement, February 17, 2010.

Micromanagement may arise from internal sources, such as concern for details, incompetence or insecurity. While the main drivers are internal and are related to the personality of the manager, they can also be partially attributed to external pressures such as organizational culture, severe time pressure, increased performance pressure, instability of manager position, etc. Severe forms of micromanagement may be thought as being, and sometimes be actually related to known mental health issues descriptions such as obsessive-compulsive personality disorder. In other cases of excessive micromanagement, the manager may implement processes and procedures to execute orders and instructions, not by business necessity but rather to enable him(her)self to feel and be able to demonstrate his or her usefulness and valuable role in the overall business activity. This type of manager may actually lack the competencies and creative capabilities necessary for the job, and therefore 'creates' the environment by which to demonstrate self-worth.

Less frequently, perhaps, it can also be seen as a tactic used by managers to eliminate unwanted employees, (Renee Kowalski) either by creating standards employees cannot meet leading to termination, or by creating a stressful workplace causing the employee to leave. Regardless of the motivation the effect can create resentment, damage trust, and usually inhibits efficient teamwork.

Micromanagement can also be distinguished from the tendency of the manager to perform duties assigned to the subordinate. Benign forms arise when the manager can perform a worker's job with more efficiency. In severe forms, the manager does not have the required competencies of efficiency but still tries to dictate to the subordinate not only what to do, but how to do a particular task; he delegates responsibility, but not authority. It is also connected with requests for unnecessary and too detailed reports ("reportomania"). Typical examples include but are not limited to the area of performance feedback. A micromanager tends to require constant and detailed feedback and tends to be excessively focused on procedural trivia rather than on overall performance, quality and results. Frequently, a micromanager would accept much more detailed and trivial information from employees than he can actually process. At the same time, decisions may be delayed, overall goals and objectives are often not clear, information flow between employees may be restricted, and the direction of a project may be changed several times in opposed directions; the outcome of a project might be less important than retaining a feeling of control.

Micromanagers are usually irritated when a subordinate makes decisions without consulting them, even if the decisions are totally within the subordinate's level of authority.

Severe forms of micromanagement usually completely eliminate trust and can provoke anti-social behavior. They often rely on inducing fear in the employees to achieve more control and can severely affect self-esteem of employees as well as their mental and physical health. Since manager-employee relationships are thought to usually include a difference in power and age, psychological structures based on transference theory have been created to represent micromanagement relationships as if they were replicating issues in parent-child relationships, such as double binds, or having critical parents which inhibit development of adequate self-esteem. Micromanagement makes it extremely difficult for employees to develop their skills and to grow and learn. In many cases it may be the best option for them to change their employment as soon as possible.

The tendency to micromanage can often intensify during times of economic hardship. (Renee Kowalski) Pressure to return a company to full health can often manifest itself in negative and damaging behavior. A change in culture requires full commitment, from the top down. It needs a CEO who will loosen the reins at the precise point when the temptation to maintain control is at its highest.

Related Citations That Are Specific to Community College Governing Boards

In addition to the preceding, which is copied almost word-for-word from Wikipedia, there is the following perspective from Cindra Smith, retired director of the California League of Community College Trustees:

"Boards are more than another layer of administration. Their roles are significantly different from the roles of the chief executive officer and other college employees. Boards of Trustees do not do the work of their institutions – they establish standards for that work through the policies they set…."

Finally, there is a regulatory dimension to micromanagement that was conveyed to DCCCD's Board in connection with the special audits of Richland College and Richland Collegiate High School that the Board addressed during the latter part of 2009. Following is a re-print of the paragraph about regional accreditation from the document sent to the Board on September 3:

"SACS standards for accreditation address the distinction between governing boards and administration: 'There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of administration and faculty to administer and implement policy.' In December 2008, SACS placed South Carolina State University on 'Warning' because it failed to demonstrate compliance with Board/Administration Distinction and other standards. 'Warning' is a public sanction imposed by SACS following determination of significant non-compliance. SACS's standards expect

an accredited institution to provide evidence that it has a governing board that is not controlled by a minority of board members, maintains a clear distinction between board and administration responsibilities, and ensures the chief executive officer has ultimate responsibility for operations. (Sources: *The Principles of Accreditation: Foundations for Quality Enhancement*, 2008 edition, paragraph 3.2.6 and http://www.sacscoc.org)"

The Role of Policies Related to Micromanagement[2]

According to dictionary.reference.com, the term *micromanagement* came into use between 1985 and 1990. Most citations relate to supervisory relationships; a few are about CEO behavior. Only one or two citations have been found that mention governing boards.

Micromanagement is a behavior that occurs along a continuum. What one trustee thinks is over-reaching or micromanaging, another may view as performing due diligence. A governing board may agree that certain egregious acts are in fact micromanaging, but short of egregious acts, individuals on a board may find it impossible to define micromanaging other than in the abstract.

Governing boards may, however, use their policies to discourage behaviors that tip toward micromanagement. Listed below are selected DCCCD Board of Trustees policies that might be used as litmus tests for discerning whether a specific behavior crosses the line:

1. The Board's major focus will be on the intended long-term impacts the organization addresses, i.e., increasing educational attainment, not on the administrative or programmatic means of attaining them.

2. The Board will direct, control, and inspire the organization through the careful establishment of policies and rules that reflect the Board's values and perspectives.

3. When requesting information about the District, members of the Board will make their requests to the Chancellor.

4. Information requested from the Chancellor by one Board member shall be provided to all Board members.

5. The Chancellor is the chief executive officer of the College District and is selected and appointed by the Board. The Chancellor is the Board's link with the organization.

6. The Board holds the Chancellor responsible for allocating the District's resources, financial and other, in ways that provide the best return to the public in the form of educational opportunities that are of the highest quality and relevance.

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[2] Written by Board Relations staff for DCCCD Board of Trustees Special Meeting on March 2, 2010; deferred for discussion at meeting on June 1, 2010.

7. In the execution of his or her duties, the Chancellor must adopt cost-effective practices that make the best and most complete use of public and private funds entrusted to the College District. The Board recognizes this may involve reassigning duties from the College District to college staffs, or vice-versa, depending on the nature of the work and current conditions.

<center>**Governance**[3]</center>

Board of Trustees Vice Chair Diana Flores has raised questions about DCCCD's governance along two related but not identical lines of inquiry. The first line of inquiry began during former Chancellor Jess Carreon's tenure (August 1, 2003 – June 1, 2006) and is concerned with the role of faculty. The second line of inquiry was introduced at the regular business meeting of the Board on January 5, 2010, during which she commented that shared governance had been instituted when she was employed with DCCCD [1985-95] but what it meant had never been explained to her.

<center>**Introduction**</center>

There are deep, time-tested, industry-specific understandings about the faculty role in governance of colleges and universities. Because faculty governance tends to be more prominent in university settings, community college trustees may be less familiar with it than their counterparts at baccalaureate and graduate degree granting institutions. The faculty role in governance is nonetheless important in community colleges, and so a "map of the territory" may be helpful for placing DCCCD's policies and practices in context.

<center>**American Association of University Professors**</center>

"The American Association of University Professors (AAUP) was born from struggles over governance, and shared governance remains contested in theory and practice." In an article written by the editor of Academe Online, Editor Lawrence Hanley goes on to say, "That is particularly true for community college faculty, perhaps because of their unique position within professional and institutional hierarchies." Other authors note that obstacles to shared governance include recalcitrant administrators and faddish managerial ideologies, but also more material constraints like a lack of resources for professional development and the sweeping "adjunctification" of community college faculty. A common theme across most authors is that shared governance works best where the professional work and identity of faculty are most strongly supported and valued.

In June 2008, AAUP censured three institutions for failure to honor principles of governance. The AAUP censures institutions when it finds they have violated its standards of academic freedom and tenure. The standards seek to protect the rights of faculty members to free speech without fear of penalty, and to due process in decisions on appointment, promotion, and tenure. The standards are included in

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[3] Information assembled by Board Relations staff for DCCCD Board of Trustees Special Meeting on March 2, 2010.

the 1940 Statement of Principles on Academic Freedom and Tenure, which was developed by AAUP and the Association of American College and Universities, endorsed by more than 150 other academic organizations, and most recently updated in 1998. Censure is imposed on administrative officers at the institutions. The association also sanctions institutions for infringements of shared governance.

Mission Supportive Governance

There are several articles about faculty governance published at www.aaup.org. One of these, an address by a community college president to AAUP in 2000, reads as if written with DCCCD's mission in mind. As a reminder,

DCCCD's mission is to equip students for successful living and responsible citizenship in a rapidly changing local, national, and world community.

Here are selected excerpts from the speech that could have been written with DCCCD's mission in mind:

> Those of us who have spent our professional lives in community colleges tend to think of our institutions as occupying a unique place in the American higher education landscape. These colleges are sometimes labeled "democracy's colleges," and a strong argument can be made that, at their best, they embody the best values of American pragmatism. Many of our faculty members tend to be pragmatists, unfettered by dogma or tradition and concerned mainly about providing their students with the practical knowledge and material expertise that make for better lives and livelihoods….

> Coming of age at a time when the country's great external threats were communism and national socialism, belief systems that champion the goals of the state at the expense of those of the individual, the American community college promotes the ascendancy of the individual. Programs are often strongly workplace oriented and supportive of upward socioeconomic mobility….

> Yet because of the low cost and convenience of these institutions, growing numbers of traditional-age students today elect to begin their education at a community college. Many are first-generation college students, women, or minority-group members…. For occupational students, two years at a community college may account for their entire post-secondary educational experience. Increasingly, the challenge to democracy's colleges will be to create a climate that nurtures in these students a strong ethic of civic engagement. To do this, a college must have an engaged faculty. How can a

community college, in its curriculum and through the interactions with students, faculty, and staff, model the best of engaged community life?

….what features of collegiate life at a community college help students to develop a sense of being part of a larger community, for whose health, safety, and success we must all take some responsibility? And what are the skills that our students must learn to assume that responsibility? What, essentially, must be the qualities of a college that prepares students effectively for productive citizenship?

…Along with encouraging service learning and voluntarism, colleges should create an atmosphere in which campus decision making mirrors the best qualities of engagement in a democratic society. Specifically,

- The various college constituencies should have an opportunity to provide reasonable input into major college decisions.
- There should be a predisposition toward mutual respect and trust among all parties, even when they seriously disagree.
- The community should support successful compromise as the highest end and be willing to negotiate differences.
- College discussions should reflect a healthy respect fof reasoned argument and for the importance of maintaining a questioning mind. That is, all parties to an argument need to demonstrate a sensitivity that, to paraphrase the words of Oliver Wendell Holmes, certainty begets violence.
- Generally accepted and codified rules for settling disagreements among constituencies should exist.

Within the context of such an atmosphere, college dialogue should provide for the broadest shared governance that is consistent with institutional accountability…. Ultimately with regard to matters of mission, strategic planning, program review, and resource allocation, the governing board holds the [chancellor] and his administration accountable. Final decisions in these areas therefore rest with the chancellor. Similarly, with regard to curriculum, methods of instruction, standards of student performance, faculty competence and conduct, and faculty appointments and status, the faculty has primary responsibility. This is the only appropriate arrangement for achieving the highest quality of teaching and learning.

Governance and Faculty Satisfaction

There is a second article deserving of mention in this briefing: "Governance and Faculty Satisfaction" written in 2009 by two professors at Missouri State University. They said:

> The current economic crisis is having a debilitating effect on faculty satisfaction and morale on college campuses. Decades of research, from the 1970s through the 1990s, found that support for teaching, as well as support for research and service, helps a faculty member feel satisfied in his or her work. In the current economic climate, faculty members face decreasing or stagnant salaries as well as an array of institutional cost-saving measures that affect the support they receive for teaching, research, and service. Such stresses on faculty morale can diminish creativity and productivity in the university. A recent survey of faculty at Missouri State University reveals, however, that faculty satisfaction during a time of economic stringency may well depend more on the level of shared governance than on the level of resources an institution enjoys.

The Board's Role in Governance

Finally, before leaving the "industry view" of shared governance, there is a section about the role of governing boards in AAUP's Statement on Government of Colleges and Universities, which is:

> The governing board has a special obligation to ensure that the history of the college or university shall serve as a prelude and inspiration to the future. The board helps relate the institution to its chief community: for example, the community college to serve the educational needs of a defined population area or group, the church-controlled college to be cognizant of the announced position of its denomination, and the comprehensive university to discharge the many duties and to accept the appropriate new challenges which are its concern at the several levels of higher education.

> The governing board of an institution of higher education in the United States operates, with few exceptions, as the final institutional authority. Private institutions are established by charters; public institutions are established by constitutional or statutory provisions. In private institutions, the board is frequently self-perpetuating; in public colleges and universities the present membership of a board may be asked to suggest candidates for appointment. As a whole and individually, when the governing board confronts the problem of succession, serious attention should be given to obtaining properly qualified persons. Where public law calls for election of governing board members, means should be found to ensure the nomination

of fully suited persons, and the electorate should be informed of the relevant criteria for board membership.

Since the membership of the board may embrace both individual and collective competence of recognized weight, its advice or help may be sought through established channels by other components of the academic community. The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers – the president and the deans – and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation.

One of the governing board's important tasks is to ensure the publication of codified statements that define the overall policies and procedures of the institution under its jurisdiction.

The board plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy. In order to fulfill these duties, the board should be aided by, and may insist upon, the development of long-range planning by the administration and faculty. When ignorance or ill will threatens the institution or any part of it, the governing board must be available for support. In grave crises it will be expected to serve as a champion. Although the action to be taken by it will usually be on behalf of the president, the faculty, or the student body, the board should make clear that the protection it offers to an individual or a group is, in fact a fundamental defense of the vested interests of society in the educational institution.

Faculty Governance in DCCCD

Within DCCCD, faculty contribute to institutional governance in traditional ways. For example, each of seven colleges elects officers to a faculty association, the presidents of which form the District Faculty Council that meets regularly with the chancellor – a tradition set in place by founding Chancellor Bill Priest soon after opening El Centro College in Fall 1966. Full-time faculty serve on college and District committees, consistent with the Faculty Code of Professional Ethics found as an exhibit in section DH of the Board's Policy Manual, which states: *The Professional Educator shall participate in the governance of the college by accepting a fair share of committee and institutional responsibilities.*

District curriculum committees composed of representative faculty from each discipline, established during Chancellor Jan LeCroy's tenure (1980-1988), are still operating as primary venues for monitoring curricular quality and relevance. Until 2007, when District Conference Day was first conducted at each campus rather than as a district, many of the curriculum committees reserved slots on the program for annual meetings.

Shared Governance Instituted When Trustee Flores Was an Employee

The "shared governance" most likely to be what Vice Chair Flores recalls from her employment 1985-95 was likely related to shifts of emphasis, such as from directive to participatory management which was emphasized by DCCCD's second chancellor, Jan LeCroy (1980-88), and from corporate to local authority, which reached its height during the term of DCCCD's fourth chancellor, Bill Wenrich (1990-2003).

Current Status of Practice and Policy

DCCCD's sixth chancellor, Wright Lassiter (2006-present) has renewed and rebuilt the functional council structure instituted by Chancellor LeCroy in 1982, which is a vehicle for efficient and regular communications among employees with similar job duties, such as the Financial Aid Council, the Academic Advisors Council, etc.

Chancellor Lassiter has continued the practice begun by founding Chancellor Bill Priest of meeting regularly with the Faculty Council. He also meets with the other two employee councils that represent Professional Support Staff and Administrators. By design, employee councils are concerned primarily with welfare and benefits for the category of employees they represent, and functional councils are concerned with the work they perform to advance DCCCD's mission.

DCCCD Board policies that are pertinent to shared governance include the following:

The District must itself be a community before it can effectively serve the larger community. The quality of services offered students and Dallas county must be clearly correlated with the District's ability to build an internal community. The essence of such an undertaking is to create a caring and renewing environment, one which frees us from barriers based on age, gender, race, religion, or role. It is an undertaking that requires leaders who understand and are aligned with the central purpose.

As the District ensures the strength of its faculty, administrators, and staff, the District is committed to:

1. *Valuing all members, all segments, and all aspects of organizational life, recruiting and retaining members who will increase our diversity, and encouraging broad-based participation and collaboration across disciplines, professional designations, and functional units.*
2. *Supporting the key role of faculty in building a community of learning, encouraging their involvement in decisions which affect the central purpose….* [AD (LOCAL), Educational Role and Mission, Purpose, and Responsibility, The District Community]

The District, like all other institutions of higher learning, serves the common good, which depends upon an uninhibited search for truth and its open expression. The points enumerated below constitute the District's position on academic freedom:

1. *Faculty members are appointed to impart to their students and to their communities the truth as they see it in their respective disciplines.*
2. *Subject to legal constraints, the following are among the responsibilities that reside primarily with the faculty: planning and revising curricula, selecting textbooks and other instructional materials and activities, choosing instructional methodologies, evaluating learners, assigning grades, and maintain classroom discipline.*
3. *It is essential that faculty members be free to pursue scholarly inquiry and to voice and publish their conclusions without fear of institutional censorship or discipline.*
4. *Faculty members are citizens and, therefore, possess the rights of citizens. These rights include, among others, the right as private citizens to speak freely outside the classroom on matters of public concern and to participate in lawful political activities.*
5. *Prior restraint or sanctions will not be imposed upon faculty members in the exercise of their rights as citizens or duties as teachers. Nor will faculty members fear reprisal for exercising their civic rights and academic freedom.*

The academic freedom of faculty members is accompanied by equally compelling obligations and responsibilities to their profession, their students, their District, and their community. Faculty members must defend the rights of academic freedom while accepting willingly the responsibilities enumerated below:

1. *Faculty members will be judicious in the introduction of material in the classroom without forfeiting the instructional benefits of controversy.*

2. *No faculty member will attempt to force on students a personal viewpoint intolerant of the rights of others to hold or express diverse opinions.*
3. *Faculty members must recognize their responsibility to maintain competence and adapt to change in their disciplines through continued professional development and to demonstrate their competence through consistently adequate preparation and performance.*
4. *Faculty members must recognize that the public will judge the District and their profession by their public conduct. Therefore, faculty members will make clear the views they express are their own and should avoid creating the impression that they speak or act on behalf of the District or of the profession.* [AD (LOCAL), Educational Role and Mission, Purpose, and Responsibility, Academic Freedom and Academic Responsibility]

…The formulation and adoption of written regulations shall constitute the basic method by which the Board exercises its leadership in the operation of the College District. The Board will delegate to the Chancellor the function of specifying required actions and designing the detailed arrangements under which the College District will be operated. The Board shall maintain continuous supervision of the College District through the study and evaluation of reports concerning implementation of its policies.… [BAA (LOCAL), Board Legal Status – Powers, Duties, Responsibilities]

The Board's governance guidelines are as follows:

1. *The Board's major focus will be on the intended long-term impacts that the organization addresses, i.e., increasing educational attainment, not on the administrative or programmatic means of attaining them.*
2. *The Board will direct, control, and inspire the organization through the careful establishment of policies and rules that reflect the Board's values and perspectives.*
3. *The Board will cultivate a sense of group responsibility. The Board, not the staff, will be responsible for excellence in governing.*
4. *When requesting information about the College District, members of the Board will make their requests to the Chancellor.* [BAA (LOCAL), Board Legal Status – Powers, Duties, Responsibilities, Governance]

Dallas County
Community College District

Legal Department

MEMORANDUM

RECEIVED

MAY 0 4 2010

BOARD RELATIONS

TO: Wright Lassiter   DATE: May 3, 2010

FROM: Robert J. Young

SUBJECT: Trustees Placing Items on the Agenda and Requesting "Customized" Information

Recently, Jerry Prater asked two questions for my review as follows:

1. Whether the Board may limit a Trustee with regard to placing an item on the Board agenda?
2. Whether the Board may limit a Trustee who requests the creation of new records in contrast to copies of existing records?

As to question 1., a Board member has an inherent right to place any item on the Board agenda, which is well-settled in the law That right is explicit in the attached Board Policy BD(LOCAL). Therefore, the Board is prohibited from limiting this right.

As to question 2., the answer is both no and yes. The Board may not limit a Trustee's access to existing records under the Public Information Act. But the Board does have authority to limit an individual Board member's ability to request that the Chancellor create new records for the benefit of that Board member.

If, for example, a Board member during a meeting requested the Chancellor to create new records on a given subject, the Board could vote on this request at its next meeting. At that meeting, the Chancellor could give an estimate of time and expense that is necessary to fulfill the request after which the Board may vote regarding whether to direct the Chancellor to fulfill the request. Of course, the Board could also consider the nature of the request as well.

The above example is one idea regarding how a policy might be written. Although a Trustee has a right to obtain copies of existing records under the Publication Information Act, the Board might also desire to know how much time and expense was necessary to produce these existing records.

cc: Kathryn Tucker