

## Governance Recommendations



The ARC Governance Framework was adopted in October 2017. Throughout 2018, the College dedicated resources to operationalize the framework, implement technological systems, develop training materials, document procedures, and similar activities. The workgroup that has been leading this effort is scheduled to conclude its work in December 2018.

**The final step in operationalizing the model is to determine how the new governance structure will be sustained over time (institutionalization).**

This packet contains institutionalization recommendations in the following areas:

1. Coordination and Staffing
2. Appointments and Roster Coordination
3. Master Calendar and Meeting Scheduling
4. Technology
5. Communication
6. Training
7. Evaluation
8. Annual Timeline
9. Student Participation on Projects
10. Transition Cleanup

Action Requested: Adoption of the recommendations

## Recommendation 1: Coordination and Staffing

Upon conclusion of the workgroup, there will need to be a handoff of many operational tasks of governance. This recommendation intentionally avoids suggesting a specific organizational structure due to potential intersection with multiple areas of the college (i.e., it is unlikely that a new office would be introduced solely to support governance). Instead, the list below identifies three levels of tasks that are necessary to maintain the governance structure over time.

	Topic	Anticipated Tasks
<b>Clerical and Coordination Tasks</b>	<b>Cyclical Coordination</b>	Prompts and monitors key cycles that need to occur on an annual basis such as: <ul style="list-style-type: none"> <li>- Project initiation process (spring)</li> <li>- Project setup process (summer and as needed)</li> <li>- Master governance calendar development (spring)</li> <li>- Training (late summer/early fall)</li> <li>- Project closure (based on charters - prompt leads to archive their projects)</li> <li>- Governance evaluation (spring)</li> </ul>
	<b>Project Initiation</b>	Works with the ARC President and the ELT to compile, route, complete, and upload project initiation forms
	<b>Project Setup</b>	Using information from the project initiation form and/or updates from the College President, creates: <ul style="list-style-type: none"> <li>- Project as a group in IGOR</li> <li>- Initial roster showing any known assignments and all vacancies</li> <li>- Basecamp project site (based on template)</li> </ul>
	<b>Roster Coordination</b>  (see details with Recommendation 2)	Serves as the gatekeeper for accurate member rosters working with the ARC President and constituency groups to ensure timely appointments; updates IGOR and notifies appropriate individuals; keeps backup records of appointments (who made the appointment when); tracks vacancies; seeks consistency between membership lists in IGOR and project charters
	<b>Charter Coordination</b>	Maintains council and project charter templates; monitors progress of draft charters through ELT review; converts approved charters to PDF format; uploads new or revised charters to IGOR and links on the appropriate ARC web pages; notifies council chair/co-chair of upload status
	<b>Master Governance Calendar</b>	Maintains the master governance calendar for the web site; monitors the regular meeting dates of other major groups that may intersect with project scheduling; provides guidance to project leads on ideal scheduling windows to minimize conflicts
	<b>Web Site Updates</b>	Updates the web site with various items; updates are generally prompted by new projects, completion of deliverables, or information changes
	<b>Forward Motion</b>	Curates information from IGOR on a monthly basis; formats into the Forward Motion document; provides PES with opportunity for review; posts final version to Forward Motion page of ARC web site; works with PIO to distribute via email
	<b>Training Logistics</b>	Determines participant list, invites participants, schedules rooms, creates sign-in sheets, collects and tabulates sign-in sheets, arranges for copies of training materials, etc.
	<b>Governance Documentation</b>	Maintains the master copy of ARC's governance documents including editing of the files, uploading new versions to IGOR, and linking to the ARC web site when appropriate. Master documents include items such as the ARC Governance Framework, Participation Charter, FAQ, and other similar items that may need updates over time.
	<b>Information Desk</b>	Serves as the "go to" person for new leads, co-leads, chairs, co-chairs, and others who need assistance locating governance information, practices, or resources
	<b>Student Compensation</b>	Verification of student attendance based on meeting notes and authorization of compensation at end of term
	<b>End User Testing</b>	Tests IGOR enhancements from the user perspective and provides feedback
<b>Backup Support</b>	Writes procedures for work associated with governance coordination and cross-trains others to handle tasks during vacations or other short-term absences	

	Topic	Anticipated Tasks
Technical Tasks	Help Desk	Provides support for technical issues with IGOR and Basecamp; offers basic training to help users navigate systems <i>[currently assigned to Nicole Griggs]</i>
	Programming	Responds to change requests and provides programming support for future development of IGOR
	Web Site Technical Assistance	Provides assistance, when needed, with technical aspects of updating the governance web pages [e.g., ability to understand/modify HTML code]
Supervisory Tasks	Training	Conducts orientations and trainings and/or arrange for other presenters; develops and/or refines training materials as needed
	Evaluation	Leads the evaluation of governance processes in conjunction with IEC; communicate results; develops and/or refines evaluation instruments as needed
	Technology Management	Manages budget/contract for Basecamp or other technologies (serve as owner); guides development, use, and ongoing improvement of governance technologies
	Ongoing Improvement	In response to evaluation findings, facilitates efforts to improve governance processes and practices

### Governance Liaison Role

The Governance Task force previously recognized a need to “identify and mobilize individuals as needed during and after the [governance] transition to provide continuity and timely assistance with content, information, problem solving, and plan implementation.” [ARC Governance Framework, p. 30] The workgroup has served in this capacity during 2018.

In order to fully sustain the governance structure, there should be an individual connected to governance on an ongoing basis to serve as “keeper of the flame”. It is likely that this liaison role could be served well by someone who is also handling the clerical/coordination tasks. The liaison would provide continuity not only by understanding the nuts and bolts of governance operations, but also by sharing the rationale for why specific practices exist and are necessary to keep the whole governance process flowing smoothly. This individual would also offer a continuous point of contact for the leaders of constituency groups, councils, and projects.

### **Recommendation:**

It is recommended that the **College President** provide a temporary solution by:

- designating an individual to serve as the governance liaison and handle the clerical/ coordination tasks for the remainder of the 2018-19 academic year
- charging the Dean of Planning, Research, and Technology with oversight and/or delegation of the technical and supervisory tasks for the remainder of the 2018-19 academic year

It is further recommended that the **President’s Executive Staff (PES)** review the task list to determine the following:

- if some or all of these tasks naturally fit within existing job descriptions
- whether new roles, reassignments, or other organizational changes are needed to address the tasks
- whether there are other non-governance considerations that intersect with governance sustainability and/or potential structures for supporting governance (e.g., combined role supporting multiple areas)
- how resource constraints might be addressed
- how backup support or other mechanisms might resolve the need for substitute/on-call note takers
- how the college’s liaison with the Associated Student Body (ASB) can assist in facilitating student participation and enabling employee understanding of effective collaboration methods

Based on their analysis, PES would then propose an appropriate method for permanently handling the identified tasks beginning July 1, 2019. This timeline is intended to allow any budget and/or personnel adjustments to coincide with the start of the fiscal year.

## Recommendation 2: Appointments and Roster Coordination

Coordination of ex-officio assignments, appointments, and rosters across councils and project teams requires constant monitoring and regular updates. A major peak in activity will occur each summer/early fall when new projects are forming and the staggered council membership is adjusted. To give a sense of the scale of work, there are **nearly 200 individual slots** listed in IGOR for chairs, leads, members, and note takers for the 2018-19 academic year.

### Recommendation:

It is recommended that the **Executive Leadership Team (ELT)**:

- adopt proposed standards for roster management (see supporting resources below)
- adopt proposed standards for the use of designees and alternates (see supporting resources below)

*Please note that personnel support for appointment and roster coordination is covered under Recommendation 1.*

### Supporting Resources

Governance: Roster Management

Governance: Designees and Alternates

## Recommendation 3: Master Calendar and Meeting Scheduling

In preparation for the 2018-19 academic year, a master schedule and governance calendar was created and posted on the web site in order to communicate regularly scheduled and alternate meeting dates of governance groups. The calendar was updated as dates were selected to replace holidays and other meeting dates that needed to be adjusted.

Calendar: <http://www.arc.losrios.edu/Documents/AboutARC/Governance/Master%20Calendar%202018-19-v4.pdf>

Schedule Overview: <https://apps.arc.losrios.edu/IGOR/Document/Download/24>

These documents were used as a reference during project charter development to determine the dates of governance review although some dates were still unknown when that process began during the summer. While these documents were useful, there is an identified need for a multi-year calendar that could be used for longer-term planning and sequencing of governance review activities. For project scheduling, it would also would have been useful to have a quick reference of the regular meeting schedules of other large campus groups in order to identify potential conflicts.

### Recommendation:

It is recommended that the **chairs of the Executive Leadership Team and the three councils:**

- Confirm their council meeting schedule for the upcoming academic year by December of the preceding calendar year (e.g., confirm the 2019-20 schedule in December 2018)

It is recommended that the **College President:**

- Assign responsibility to an individual to create the initial multi-year governance calendar
  - the initial calendar to be developed in January 2019 would contain the confirmed schedule for 2019-20 and a tentative schedule for 2020-21
  - once created, the calendar would be updated each January in response to the adoption of the Los Rios Academic Calendar which is typically approved by the Board of Trustees in December of each year; this alignment in timing enables incorporation of district holidays and other essential information
- assign responsibility to one or more individuals to explore whether the master calendar could be automated using data from Astra Schedule room assignments (perhaps a calendar view that shows select meetings) or some other technological solution
- task an individual or group with developing a quick reference of regularly occurring meetings of departments, divisions, and other groups; one possible option may be to incorporate these meetings within Astra Schedule and create a calendar view that could be easily checked for potential conflicts

It is further recommended that the **Executive Leadership Team:**

- review and adopt the multi-year governance calendar annually during the first meeting of spring semester
- electronically distribute the adopted calendar to the councils, constituency groups, and other interested parties

*Please note that personnel support for maintenance of the master calendar is covered under Recommendation 1.*

## Recommendation 4: Technology

Technology recommendations were previously provided to the Executive Leadership Team in April 2018. Since that time Basecamp has been piloted and IGOR (Institutional Governance Online Repository) has been launched. Based on preliminary feedback, both of these systems are providing value to the councils and project teams. IGOR has also been integrated with the governance pages of the ARC website and offers transparent governance records to college and public stakeholders.

IGOR is a home-grown system which is supported by college staff.

Basecamp is currently available at pricing of \$99 per year with an unlimited number of users, unlimited projects, and 500GB of storage space. Similar products typically use a per user pricing model that would be cost prohibitive. While the primary intent in using Basecamp is to support governance, ARC can also extend the available functionality to ARC departments and groups that are interested in using Basecamp for non-governance collaboration.

### Recommendation:

It is recommended that the **Executive Leadership Team:**

- affirm continued use of Basecamp
- request that the Dean of Planning, Research, and Technology renew the institution's subscription for another year
- request that the Dean of Planning, Research, and Technology work with Information Technology staff to improve integration between Basecamp and IGOR (e.g., automatically publishing agendas to Basecamp) where feasible

It is further recommended that the **Institutional Effectiveness Council:**

- oversee the next phase of development and enhancement of IGOR; in this capacity, the IEC would consider proposals for major enhancements to the system such as the incorporation of functionality for constituency groups as an eventual full replacement for ARC Docs; maintenance of existing functionality and minor system enhancements to improve performance would remain the responsibility of Information Technology staff guided by requests from the Dean of Planning, Research, and Technology

*Please note that personnel support for technologies is covered under Recommendation 1.*

## Recommendation 5: Communication

Communication has been significantly improved through the adoption of various procedures and technologies. However, additional steps are needed to ensure that information is conveyed in the spirit of the ARC Governance Framework which calls for “open, accessible, timely, and transparent communications.”

Feedback received during training sessions indicated that terminology used in council dialogue may not be well understood by all involved. Lack of familiarity with particular terms, acronyms, and key concepts can present a barrier to inclusive dialogue and informed note taking.

### Recommendation:

It is recommended that the **Executive Leadership Team**:

- adopt a governance glossary of terms to provide a common reference for new members (see proposed glossary)
- encourage all councils and project teams to strive to publish notes within two business days after each meeting
- model timely communications by publishing its notes without reviewing draft notes at a subsequent meeting
- empower councils and project teams to amend published notes via IGOR if corrections or clarifications are desired upon further review

It is further recommended that the **chairs and co-chairs of the ELT, IEC, SSC, and OC**:

- encourage use of common verbiage, rather than institutional language, when possible
- discuss how they can facilitate broader understanding of institutional terminology and key concepts that may not be familiar to all members and note takers

It is further recommended that the **leadership of all councils and project teams**:

- consistently construct agendas using facilitative leadership principles that invites active participation
- ensure that members are supplied with relevant materials in advance to enable their participation
- limit the amount of meeting time used for passive information sharing
- simplify group calendaring of meetings by utilizing a technology (e.g., Outlook) that allows members to easily accept invitations and updates calendars in an automated manner

### Supporting Resources

Governance: Terms to Know

## Recommendation 6: Training

During 2018, a variety of training materials were developed to create a general understanding of ARC’s governance structure and to provide a solid foundation for those entering new governance roles. A training series was conducted in summer/early fall 2018 which included tailored training for note takers, council chairs/co-chairs and project leads/co-leads, as well as a general orientation for the full membership of governance entities. Feedback was solicited and reviewed by the workgroup resulting in an additional workshop offering for note takers and development of self-service materials. Based on that experience, a revised training series would likely include:

Offering	Target Audience	Ideal Timing	Content
<b>Project Charters</b> (1-hour workshop)	New project stewards (typically a lead or co-lead)	Late June	Overview of the project charter template Tips for getting started Hands-on assistance
<b>Governance Leadership</b> (half or full day training with breakout sessions)	All council chairs and co-chairs* All project leads and co-leads*	Early to Mid-August	Facilitative leadership training Council chair/co-chair insights Project management training
<b>Note Taking Tips and Tools</b> (3-hour training)	New note takers	August	Role of the note taker Note taking tips (what to record) Note taking tools (how to record)
<b>Governance Orientation</b> (3-hour orientation)	New governance participants	Early September	Governance and project overview Interaction of councils and projects Effective participation/participation charter Communication and collaboration
<b>Technology Training</b>	New participants	As needed	IGOR and Basecamp
<b>Self-Service Option</b>	Members of late start projects, replacement members, new ARC employees (as an introduction to ARC’s governance structure)	Self-service	Content similar to this resource:  <a href="#">Governance Prezi</a>

*\*While all are part of the target audience, some would be serving in presenter, facilitation, or mentoring roles*

### Recommendation:

It is recommended that the **Executive Leadership Team:**

- affirm continued use of an annual training series supplemented by one or more self-service options for late start projects and replacement members
- determine how to build internal facilitative leadership expertise among the ELT membership so that one or more individuals can serve as the trainers for the facilitative leadership component of the Governance Leadership training (i.e., ELT participates in a Train the Trainer model)

It is further recommended that the **College President** allocate resources to:

- supply ELT members with additional facilitative leadership training, books, handouts, and/or other materials to support their role as future trainers
- provide lunch to participants in any full day training sessions
- provide incentives for past note takers to serve as trainers for the note taking training
- provide incentives for past project stewards to serve as trainers for project charter training and the project management breakout session
- develop a common tool that could be used by the college community to orient individuals to ARC governance (e.g., new members of constituency groups)

*Please note that personnel support for training logistics and coordination is covered under Recommendation 1.*

## Recommendation 7: Evaluation

ARC has not yet implemented a standard evaluation mechanism for its new governance structure. ACCJC standards require governance processes to be evaluated as stated below (bold emphasis added):

### Standard I.B.7.

*“**The institution regularly evaluates** its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and **governance processes** to assure their effectiveness in supporting academic quality and accomplishment of mission.”*

### Standard I.B.8.

*“The institution **broadly communicates** the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.”*

### Standard IV.A.7.

*“Leadership roles and the institution’s **governance and decision-making policies, procedures, and processes are regularly evaluated** to assure their integrity and effectiveness. The institution **widely communicates** the results of these evaluations and uses them as the basis for improvement.”*

Additionally, no process has been established by which individuals throughout the organization may raise concerns or make suggestions regarding governance practices between evaluation cycles.

### **Recommendation:**

It is recommended that the **Institutional Effectiveness Council:**

- conduct an annual governance evaluation in April of each year
- review the findings and determine recommendations (if needed) at the IEC’s May meeting
- submit the recommendations to the ELT Chair no later than July 1 of each year

It is further recommended that the **Executive Leadership Team:**

- adopt the proposed evaluation instrument for use in the 2018-19 academic year (see Supporting Resources)
- consider any forthcoming recommendations from the IEC during either the ELT’s summer retreat or first meeting of the fall semester
- ensure that evaluation results, recommendations, and any changes to governance processes are broadly communicated to the college community
- request that the ELT chair (i.e., College President) guide the implementation of any adopted recommendations by delegating responsibility to the appropriate administrators, council chairs, or other parties
- serve as the primary vehicle through which governance concerns and suggestions are surfaced
  - individuals who have concerns or suggestions would contact any member of the ELT (e.g., their constituency group representative)
  - upon receiving information, ELT members have the discretion to either surface the item for discussion by the ELT or to speak confidentially with the ELT Chair depending on the nature of the issue

### Supporting Resources

Governance Survey Instrument

## Recommendation 8: Annual Governance Setup Timeline

Due to annual project initiation and the three-year cycling of representative council appointments, there is a necessary sequencing of activities to ensure that appointments, technical setup, charter development, training, charter approvals, project kickoff, and archiving of project deliverables from the prior year occurs between late spring and early fall. If completed as scheduled, these activities should ensure that those assigned/appointed to governance roles have “just in time” access to the information, templates, and training that they need to be successful.

### **Recommendation:**

It is recommended that the **Executive Leadership Team:**

- adopt a standardized annual setup timeline (see Supporting Resources)

*Please note that personnel support for most annual setup tasks is covered under Recommendation 1.*

### **Supporting Resources**

Annual Setup Checklist

## Recommendation 9: Student Participation on Projects

During Fall 2018, questions initially surfaced regarding student compensation for governance participation and there were challenges in obtaining sufficient students to serve on the seven project teams. It was also observed that more meaningful student participation might be possible through other mechanisms than membership of two students per project team. Based on this experience, it appears that a more flexible model might be beneficial to ensure that the student voice efficiently and effectively influences college projects.

### Recommendation:

It is recommended that the **Executive Leadership Team:**

- adopt an approach to project participation that offers multiple ways for students to participate and require one or more of the methods of student participation to be delineated in each project charter (see Supporting Resources)
- adopt a standardized and transparent compensation model for student appointments (see Supporting Resources)

It is further recommended that the College President ensure that sufficient resources are allocated to fund the standard compensation for student participation on an ongoing basis.

*Please note that personnel support for verifying and authorizing student compensation is covered under Recommendation 1.*

### Supporting Resources

Student Participation on Projects

Student Compensation for Governance Participation

## Recommendation 10: Transition Cleanup

A transition plan for existing committees was previously included in Appendix A of the ARC Governance Framework. However, the plan specified two areas of further review needed by the ELT:

Previously Existing Governance Entities/Standing Committees	Change From Existing Status
Technology Committee (Standing Committee)	Functions will be reviewed by ELT and assigned to other governance or non-governance entities as appropriate
Ad Hoc Committees/Workgroups	As identified, will be reviewed by ELT and assigned to appropriate council/s

The functions of the Technology Committee stated on the [committee web page](#) are as follows:

1. To provide input on college-wide technology decisions.
2. To facilitate college-wide communication on technology issues.
3. To represent ARC interests on district-wide technology decisions.
4. To routinely evaluate the effectiveness of the committee in performing its designated functions through continuous evidence-based assessment and a commitment to college goals and objective.

It should be noted that the Operations Council received a final report from the Technology Committee in January 2018.

Ad Hoc Committees/Workgroups which have been identified as unassigned include:

1. ARC Campus Tree Advisory Committee
2. ARC Green Office Committee
3. ARC Sustainability Committee

Additionally, the three committees moved under the Academic Senate could benefit from institutional support for their recordkeeping in order to efficiently and effectively communicate their work.

1. Faculty Professional Development Committee
2. Professional Standards Type A&B Leaves Committee
3. Student Learning Outcomes (Assessment) Committee

### Recommendation:

It is recommended that the **Executive Leadership Team:**

- affirm that the functions of the Technology Committee fall within the scope of the Operations Council charter with a caveat that the Student Success Council would be involved regarding technologies that are student-facing (e.g., SEL) or have a substantial impact to instruction or student services (e.g., ELSS)
- assign the ad hoc committees/workgroups above to the Operations Council; by this action the Operations Council will be charged with oversight of the committees and their scope of work; the Operations Council is also empowered to assess effectiveness of the committee structure and to determine whether to continue the structure or absorb the work within the council's function
- request that the institution provide a mechanism, preferably via IGOR, by which constituency subcommittees can maintain and distribute committee rosters, agendas, and meeting notes

# GOVERNANCE: ROSTER MANAGEMENT

Ex-officio assignments, constituency-based appointments, and roster updates are centrally coordinated to ensure accurate and timely membership records. Initial and replacement appointments are funneled through a single individual to ensure consistency and integrity of information. Council chairs and co-chairs serve as a backup to this individual to allow timely updates.

## How is the composition of a council or project determined?

*“The composition of councils and project teams is established by the College President in consultation with the Executive Leadership Team (ELT). Composition priority will focus on ensuring an effective mix of designated college leadership roles with constituency representation which may include ex officio members based upon specific expertise. Appointments to all positions which are not ex officio are determined by the processes established by each constituency groups’ representative body.” [ARC Governance Framework, page 11]*

- **Council** composition is recorded in the council charter.
- **Project** composition is initially proposed in the project initiation form. It is finalized in the project charter.
- The actual individuals assigned or appointed are recorded on the official roster in IGOR.

## When do membership changes require ELT review?

*“Council and project team composition may be reviewed and updated periodically to adjust to changing context, emergent questions, or as requested by the Executive Leadership Team (ELT) or members of the council or project team. The Executive Leadership Team (ELT) will work in consultation with the sponsoring council and/or project team to make appropriate changes to the membership specified in the council or project team’s Action Charter.” [ARC Governance Framework, page 11]*

The ELT approves council and project charters which specify composition. Vacancies may be replaced without ELT review as long as the same composition is maintained. If there is a compelling reason to change the composition, a proposed revision to the charter should be drafted for ELT review and approval.

## How are assignments and appointments coordinated across all councils and projects to ensure service is not unduly burdensome?

- The College President, in consultation with the ELT, serves as the primary filter in considering how many councils and/or projects an individual is appointed or assigned to in a given year. If an individual has a perspective which is considered valuable to many groups, the President and ELT should prioritize where that perspective is best utilized in a particular year. Example of perspectives that might be in high demand include the Distance Education Coordinator, Faculty Researcher, and Equity Action Institute Coordinator.
- Individuals may also surface concerns and/or decline to participate if proposed appointments/assignments would stretch their ability to serve effectively in light of their other responsibilities.
- Finally, the designated governance liaison who sees all project initiation forms and maintains all rosters can act as a second check for unfeasible duplication of the same individuals.

## How are prospective appointees connected to the selection and appointment process?

While the process varies by constituency, the person authorized to make appointments (or their designee) should confirm whether the proposed individual is able and willing to serve prior to making the assignment/appointment. The individual would then receive a notification when added to the IGOR roster. Additionally, members will be welcomed by the council/project leadership via Basecamp or other means.

# GOVERNANCE: ROSTER MANAGEMENT



## What is the process for making appointments?

Upon adoption of a council charter or project initiation form via the Executive Leadership Team, the College President will make or request appointments as described below. When appropriate, the college president may delegate tasks (e.g., requesting information) to support staff. If a previously filled position is vacated, the leadership of the council or project team should notify the President’s Office that a replacement is needed.

Constituency	Appointed By	Primary Contact	Process
<b>Faculty</b>	Academic Senate	Academic Senate President	The College President, in consultation with the ELT, indicates the faculty perspective(s) that would be beneficial for the particular council or project team. Based on these perspectives, the Academic Senate President and recommends appointments through established Academic Senate procedures.
<b>Management</b>	College President	College President	The College President, in consultation with the ELT, considers the perspectives that would be beneficial; contacts individuals under consideration to determine availability and willingness to serve; and makes the appointment.
<b>Staff</b>	Classified Senate	Classified Senate President	The College President, in consultation with the ELT, indicates the classified perspective(s) that would be beneficial for the particular council or project team. Based on these perspectives, the Classified Senate President uses established Classified Senate procedures to recommend appointments. Appointments are made in collaboration with supervisors of the identified staff.
<b>Students</b>	Associated Student Body (ASB)	Student Life Supervisor	The College President, in consultation with the ELT, indicates the student perspective(s) that would be beneficial for the particular council or project team. The Student Life Supervisor contacts the Associated Student Body President to identify students who are interested in serving in a governance role and indicates available compensation. The Associated Student Body President recommends appointments of identified students.
<b>n/a</b>	n/a (ex-officio positions)	College President	The College President, in consultation with the ELT, determines whether any ex-officio positions should be included. When a council charter or project initiation form lists an ex-officio position, the individual is assigned based on their college role or job function rather than a representative appointment.

The name, “W” ID number, and council/project team of the recommended individuals are sent by the primary contact listed above to the following group:

- College President (for faculty, staff and student positions)
- Designated governance liaison (See also Recommendation 1)
- cc: relevant council chair/co-chair

Upon receipt of this information, the designated governance liaison will update the roster in IGOR. Every effort will be made to update rosters in a timely manner to ensure accurate distribution of agendas and notes via IGOR. In the event that the designated governance liaison is expected to be out of the office for more than one business day, the roster will be updated by the council chair or co-chair. The liaison will then notify the appointee and the appropriate council or project contacts (chair/co-chair, project lead/co-lead, and notetaker) of the update. This notification will serve as a prompt to update any meeting distribution lists in Outlook and to adjust the invited membership of Basecamp.

## Who can update rosters in IGOR?

A governance liaison, to be designated by the College President, serves as the gatekeeper for maintaining all governance membership rosters. This individual's responsibilities include:

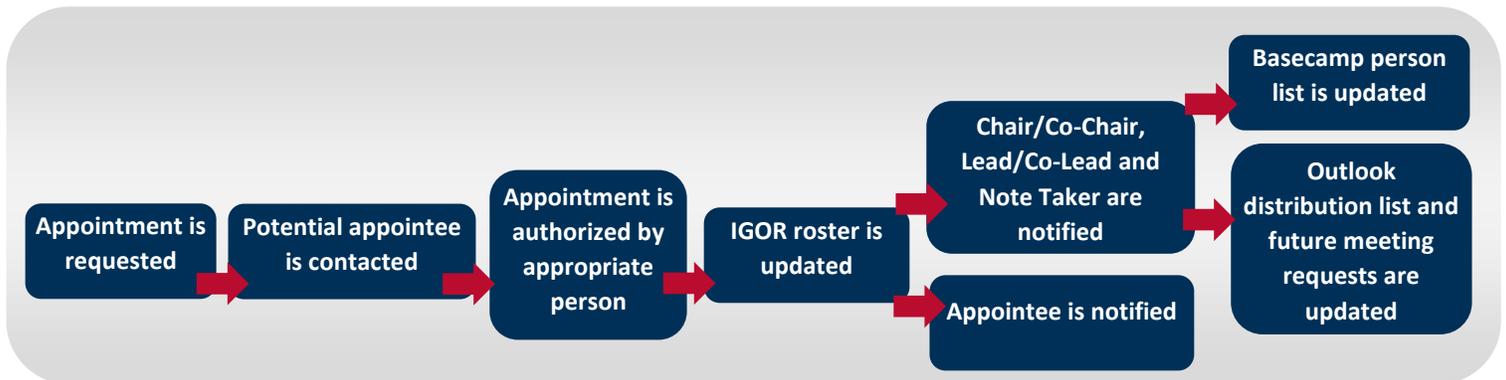
- monitor ELT activity to determine need for new or revised membership based on project initiation forms and/or charters
- request initial and replacement appointments from the appropriate person based on the chart above
- work with the College President and constituency groups to collect names and ID numbers of individuals appointed or assigned
- regularly update rosters in IGOR (preferably within one business day to ensure accurate distribution of agendas)
- notify the appropriate chair/co-chair, lead/co-lead, and note taker of IGOR roster revisions to prompt a similar update of distribution lists in Basecamp and/or Outlook (meeting invitations)
- notify appointees that they have been added to the roster for a specific council or project; direct them to the appropriate council chair/co-chair or lead/co-lead for further information
- maintain backup records of appointments (who made the appointment when) as well as tracking the effective dates of replacement appointments
- track vacancies to ensure they are filled in a timely manner
- review and seek consistency between membership lists in IGOR and project charters

IGOR access to edit rosters: Designated governance liaison, council chairs, and council co-chairs

## Who is notified of roster changes?

When a roster is updated in IGOR, notifications are sent to the appointee and the relevant council chair/co-chair, project lead/co-lead, and note taker. Once the notification is received, Basecamp and Outlook can be updated to mirror the changes made in IGOR in order to ensure new individuals receive all communications and former individuals are removed.

It is expected that the process would flow as follows:



# GOVERNANCE: ROSTER MANAGEMENT



## What is the process for tracking vacancies?

Once the general composition of a new council or project team has been established, the College President will ensure that the designated governance liaison has a printed or electronic copy of the list of desired perspectives by constituency. The liaison will create the new entity in IGOR as either a council or project. Next, the initial roster will be created including any ex-officio or other known members. For all remaining appointed positions, the perspectives will be listed in the roster as “Unassigned”. As appointments are made, the unassigned positions will be updated with individual names.

Unassigned	Member	Associated Student Body Representative	Student
Unassigned	Member	Faculty Representative - Counseling	Faculty

If a previously filled position is vacated, the leadership of the council or project team should notify the President’s Office that a replacement is needed. The designated staff member (*placeholder*) will remove the individual from the roster in IGOR, but leave the remainder of the position information as an “unassigned” perspective. The established process would be used to assign or appoint another individual whose name would be updated to IGOR once known.

This process will ensure the agenda/notes distribution remains accurate. The leadership of the council or project team (or the designated note taker) should also ensure any vacancies are updated to Basecamp and Outlook.

## How are meetings scheduled and availability to attend confirmed?

Most governance groups meet based on the regular meeting schedule shown below. Based on these schedules, availability of potential appointees to the ELT, IEC, OC, and SSC should be confirmed prior to their appointment.

Entity	Regular Schedule
Academic Senate	2nd & 4th Thursday, 3:00pm-5:00pm
Board of Trustees	2nd Wednesday, 5:30pm
Classified Senate	2nd Wednesday, 11:30am-1:00pm
Executive Leadership Team (ELT)	1st Monday, 3:00pm-5:00pm
Institutional Effectiveness Council (IEC)	3rd Monday, 3:00pm-5:00pm
Operations Council (OC)	4th Tuesday, 1:30pm-3:30pm
President's Executive Staff (PES)	Wednesdays, 8:30am-Noon
Student Senate (Associated Student Body)	Thursdays, 10:30am-12:00pm
Student Success Council (SSC)	1st & 3rd Tuesday, 1:00-3:00

Project schedules are determined based on the needs of the project. The Lead of each project team is responsible for determining a meeting schedule which (1) allows the lead, co-lead, and note taker to attend regularly and (2) attempts to avoid conflicts with governance groups and regularly scheduled meetings of campus groups (e.g., instructional deans). Once the project schedule is determined, student appointments will be solicited based on availability. Employee availability will be confirmed by the note taker upon distributing the meeting invitations via Outlook. If a member is unavailable to serve for multiple meetings, a replacement or alternate may be requested. These arrangements will be coordinated by the lead/co-lead in consultation with appropriate constituency groups and/or the College President, as appropriate.

## How should perspectives be recorded?

When perspectives are noted on a project initiation form or project charter, the goal is to be specific to the type of expertise or insight desired without unintentionally constraining the pool of potential participants. This can require very thoughtful consideration of who might be able to supply the perspective and how it should be worded to avoid misinterpretation. For example, would the preferred perspective be:

Less specific (broader pool)	More specific (narrower pool)
any administrator	a dean
instructional faculty – lab sciences	instructional faculty - Biology
individual trained in equity and diversity	graduate of ARC's Equity Action Institute

When necessary, the project initiation form should include clarifying comments to ensure the intended perspective can be understood by those involved in the appointment process and easily translated to a brief description on the project charter and IGOR roster. Consistent language should be used on the charters and rosters to avoid confusion.

# GOVERNANCE: DESIGNEES AND ALTERNATES



Individuals who serve on councils and project teams are assigned or appointed based on a specific college perspective or role (ex-officio) that is considered beneficial to inform the work of the group. These perspectives or roles are delineated in the ARC Governance Framework, council charters, and project charters.

In certain situations, a designee or alternate may be assigned in lieu of the primary individual. Designees and alternates must be identified in advance so that they can be recorded on the roster of the appropriate council or project team. They are not considered to be temporary substitutes, but rather are providing a permanent replacement of a limited duration.

**Designees:** If the framework or charter lists an ex-officio role followed by “or designee”, the individual serving in the ex-officio role may, at their discretion, appoint someone to serve on their behalf for a specified term.

Designees are expected to:

- hold expertise similar to that of the person in the ex-officio role related to the chartered charge of the council or project (likely to have a direct reporting or similar relationship)
- participate in the same capacity as any other member
- remain informed of meeting materials provided through IGOR and Basecamp
- attend all meetings of the council or project

**Alternates:** On rare occasions, it may be appropriate to identify an alternate if a member is unable to serve for a limited amount of time. For example, an alternate might be designated if a person is appointed to a 3-year council term, but needs to take leave for a semester. Alternates should only be used under very limited circumstances when there is a compelling reason to exercise this option.

Alternates are expected to:

- hold a perspective similar to the person who they are replacing
- be approved by the appropriate constituency if a representative appointment is involved
- participate in the same capacity as any other member for the duration of the alternate arrangement
- remain informed of meeting materials provided through IGOR and Basecamp
- attend specified meetings of the council or project based on the alternate arrangement

**Replacement:** In the event that a member becomes permanently unable to serve, the individual should be removed from the roster and a replacement should be sought through appropriate channels.

**Invited Guests:** If necessary, an invited guest may provide information on behalf of a member who is temporarily absent. This method can be arranged in advance with the council chair/co-chair or project lead/co-lead. The guest would not assume any membership responsibilities. Invited guests are listed in the meeting agenda and/or notes.

The following terms are commonly used throughout documents related to governance at ARC. The definitions are intended as a guide to understanding the documentation rather than a comprehensive description.

**Basecamp** Basecamp is a collaboration tool used by the membership of a specific council or project

**Charter**  
(*Council Charter or Project Charter*) A charter defines what a council or project team is expected to do, how long it will last, how its membership is constructed (i.e., ex-officio and appointed members), the boundaries of what it is authorized to do, and other details. Charters are established with input and recommendations from the Executive Leadership Team while the College President retains final decision-making authority.

**Constituency** A constituency is a group that is represented by a particular organization. For example, the student constituency is represented by the Associated Student Body (ASB).

**Consensus** Councils and project teams use a consensus-based method to make decisions. This method seeks agreement of the group (consensus) through good-will attempts to resolve each participating member's concerns before asking for agreement and closing a discussion.

**Council** A council is a governance group that includes members from constituent groups and is charged with a specific function which is described in its charter. At ARC, councils are typically chartered for three-year periods.

**Deliverable** Deliverables are tangible items or outcomes which are assigned as work to councils or project teams through their charters. An example of a deliverable is a report that is due at the end of a project. Once completed, project deliverables are submitted (or delivered) to the sponsoring council for recommendation to the Executive Leadership Team. Council deliverables are submitted directly to the Executive Leadership Team.

**Forward Motion** Highlights of governance activities and progress are communicated to the college community on a semi-monthly basis through a publication called Forward Motion which is distributed and posted to the ARC web site.

**Framework** The ARC Governance Framework is the overarching document which describes the framing concepts, structures, functions, and processes related to how participatory governance is conducted at American River College.

**Governance** Governance involves how policies, practices or procedures are established to guide the operation of the college. Participatory governance is a collaborative goal-setting and problem-solving process built on trust and communication that involves representatives from appropriate constituent groups who engage in open discussion and timely decision-making.

**IGOR** The Institutional Governance Online Repository, also known as IGOR, serves as both an archive and communication system for governance records. These records include membership rosters, meeting agendas, meeting notes, project deliverables, templates, and other related files.

# GOVERNANCE: TERMS TO KNOW

- Participation Charter** The Participation Charter describes the processes, such as consensus decision making, and requirements for all sponsored governance groups to ensure continuity with college values, support effective participation by existing and emerging leaders, and achieve specified results. The same participation charter is used by all councils and projects.
- Perspective** Individuals are assigned or appointed to governance groups (i.e., councils and project teams) based on a desired perspective that is considered beneficial to inform the work of the group. A perspective is typically based on the knowledge or responsibilities that an individual can contribute based on their association with the college. It may be an ex-officio role held by the individual (e.g., college president), a constituency group experience that is represented (e.g., student representative), or an area of expertise (e.g., distance education coordinator). While a person may hold multiple roles and be able to supply a variety of perspectives, the roster designates the primary perspective that they are expected to contribute when acting as a member of the specified governance group.
- Project Team** A project team is a work group sponsored by a council and charged with specific tasks that are described in an approved project charter. Project teams usually focus on designing or implementing solutions. At ARC, project teams are typically chartered for one academic year.
- Senate** A senate is a governance entity that represents a particular constituency (students, classified staff, or faculty). Senates operate in accordance with California Education Code, Title 5 regulations, and Los Rios Board Policy.
- Steward** A project steward may be assigned as a resource to handle specified project management tasks. These tasks are coordinated with the project's lead/co-lead.
- Work Plan** Once a project is chartered, the project lead/co-lead (or steward) will estimate the amount of work involved and develop a detailed work plan that outlines how the work required by the project charter will be completed within the amount of time available. The work plan is shared with the project team to establish expectations and can also be used to monitor project progress.

For further information on how governance operates at American River College, please visit:

ARC Governance Web Site: [http://www.arc.losrios.edu/About\\_ARC/ARC\\_Governance.htm](http://www.arc.losrios.edu/About_ARC/ARC_Governance.htm)

ARC Governance Framework: [http://www.arc.losrios.edu/About\\_ARC/ARC\\_Governance/Governance\\_Framework.htm](http://www.arc.losrios.edu/About_ARC/ARC_Governance/Governance_Framework.htm)



This brief governance survey would be conducted each April with a review of results by the Institutional Effectiveness Council (IEC) in May. If IEC determines recommendations are necessary to improve ARC governance, those recommendations would be forwarded in time for consideration at either the Executive Leadership Team’s (ELT) summer retreat or first regular meeting in the fall. The April survey is intentionally timed to occur after submission of most deliverables by the project teams in order to allow full assessment of governance practices.

## Basic Information

- 1. Of the following groups, which best describes you as a respondent?** [select one]
  - Classified Staff
  - Faculty
  - Management
  - Student
- 2. In which entities did you serve an assigned or appointed role during the current academic year?** [select all that apply]
  - Council
  - Constituency group (Academic Senate, Classified Senate, or ASB)
  - Project Team

## Clarity, Communication, and Collaboration

*“Great governance supports ethical decision-making by encouraging participant leaders to make thoughtful and responsible choices about issues and strategies under consideration through open, accessible, timely, and transparent communications. This environment fosters the conditions necessary for true consensus-based decision making in which all governance participants fairly and honestly consider choices in front of them while seeking the best way forward – collectively.”* (ARC Governance Framework, p. 18)

- 3. Governance communications (e.g., agendas and notes) are readily accessible, timely and transparent.**
  - Always
  - Usually
  - Sometimes
  - Rarely
  - Never
- 4. Council(s) and/or project(s) utilize consensus-based decision-making practices to consider choices.**
  - Always
  - Usually
  - Sometimes
  - Rarely
  - Never
- 5. The governance process is collaborative and informed by the collective wisdom of the group.**
  - Always
  - Usually
  - Sometimes
  - Rarely
  - Never

*“The purpose of governance is to achieve valued outputs which are strategies, solutions, and/or recommendations that advance ARC in the direction of maximizing institutional effectiveness. Valued outputs are achieved through participation and dialogue.” (ARC Governance Framework, p. 6)*

- 6. ARC’s governance structure results in valued outputs (i.e., strategies, solutions, and recommendations) which enable the college to implement its strategic plan and adapt strategic initiatives as necessary.**
  - Always
  - Usually
  - Sometimes
  - Rarely
  - Never
  
- 7. The global participation charter, individual council charters, and distinct project charters are an effective means of defining responsibilities and setting expectations.**
  - Always
  - Usually
  - Sometimes
  - Rarely
  - Never
  
- 8. Project teams accomplish their chartered deliverables in order to help the college reach its strategic outcomes.**
  - Always
  - Usually
  - Sometimes
  - Rarely
  - Never
  
- 9. The governance structure enables sharing and consideration of diverse perspectives.**
  - Always
  - Usually
  - Sometimes
  - Rarely
  - Never

**10. What do you believe are the strengths of ARC’s governance structure and/or governance processes?**

**11. What are some opportunities for improving ARC governance?**

**12. Are there any other comments, concerns, or suggestions that you would like to share related to ARC governance?**

# ANNUAL SETUP CHECKLIST

## GOVERNANCE COORDINATION

Task	Responsible Person/Entity	Needed By
Update multi-year master governance calendar	Designated governance liaison	January
Adopt multi-year master governance calendar	ELT	February
Update web site with multi-year master governance calendar	Designated governance liaison	By March
Submit project initiation forms for the upcoming year	Council chairs	March
Authorize projects for upcoming year	College President with ELT	Early May
Finalize meeting schedule for upcoming year	Council chairs	May
Identify project leads and co-leads (plus assigned stewards if used)	College President with constituency groups (appointments)	Late May if possible
Identify project note takers	College president/PES	Late May
Archive completed project initiation forms	Designated governance liaison	Late May
Create projects and project rosters in IGOR	Designated governance liaison	Late May
Update list of new projects to web site	Designated governance liaison	Late May
Archive completed deliverables from prior year in IGOR; archive Basecamp projects to create a clean slate	Project lead/steward	Late May
Post links to finished deliverables from prior year to web site	Designated governance liaison	Late May
Update training plan for upcoming academic year and determine training dates/facilitators	TBD	Late May
Send "Save the Date" announcement of upcoming training o	Designated governance liaison	Late May
Update web site with any annual items for upcoming year	Designated governance liaison	Early June
Update the project charter template with any authorized changes and insert academic year in footer	Designated governance liaison	Early June
Update Basecamp project template with any changes	Designated governance liaison	Mid-June
Provide new project leads with the project charter template and other resources	Designated governance liaison	Mid-June
Conduct project charter workshop	TBD	End of June
Coordinate training logistics: schedule trainings, reserve rooms, and invite participants	Designated governance liaison	June-August (as participants are identified)
Create Basecamp projects for the upcoming academic year and add leads/co-leads/stewards/note takers	Designated governance liaison	Mid-July
Update training materials as needed for the upcoming year	TBD	Mid-July
Identify remaining council and project members for the upcoming year	College President with project leads and constituency groups (appointments)	July/August
Update project and council rosters with identified members	Designated governance liaison	July/August
Draft project charters	Project leads and/or stewards	August 1
Conduct training for note takers	Presenters TBD	Early August
ELT reviews draft charters during summer retreat	ELT	Mid-August
Conduct training for chairs/co-chairs and leads/co-leads	Presenters TBD	Mid-August
Finalize project charters incorporating ELT feedback	Project leads	End of August
Conduct general governance orientation/training	Presenters TBD	Early September
Approve project charters	ELT	Early September
Upload approved charters to document repository and link on web site	Designated governance liaison	Upon approval
Conduct project kickoffs	Project leads	Mid-September
Confirm meeting schedule for next academic year	Council chairs via PES	December

Handled by the designated governance liaison or other individuals throughout the year:

- Maintain council and project rosters
- Maintain governance web pages
- Set up off-cycle projects and train new note takers
- Schedule off-cycle trainings for late start projects
- Assist with governance special event coordination
- Maintain governance procedures and other files

# GOVERNANCE: STUDENT PARTICIPATION ON PROJECTS



The student voice contributes a diverse perspective to ARC project teams and is highly valued. As project teams have widely varied meeting schedules which can require a substantial time commitment, a flexible set of options have been defined to ensure that project dialogue and deliverables are influenced by the student perspective.

## Project Options

Based on the anticipated work involved in the project, the project lead and/or co-lead would select one or more of the options specified in the chart below.

Method	Description	Compensated?
<b>ASB Appointment</b>	Associated Student Body (ASB) appoints two students to serve on the project team and attend all meetings. <b>This option is considered the standard method of representation.</b>	Yes
<b>Student Resource Panel</b>	In consultation with ASB, create a student resource panel that is called upon by the project lead/co-lead to provide student input at key points during the project. The resource panel may be an existing group of students (e.g., Sages) or a temporarily formed group assigned to the project.	Yes
<b>ASB Direct Involvement</b>	Lead/co-leads work directly with ASB to be placed on an ASB agenda, present the project concept, and solicit input from students during a regularly scheduled ASB meeting.	No
<b>Student Survey or Focus Group</b>	Project conducts a student survey or focus group through the Institutional Research Office and uses the results to inform the work of the project team.	No, but incentives may be provided on a case-by-case basis.
<b>Student Forum or Gallery Walk</b>	Project hold a student forum or gallery walk during which large groups of students can provide input in response to narrative or visual prompts. ASB would be asked to assist in publicizing the date/time of the event to the student constituency.	No

## Transparency

Each project charter would specify the intended option(s) to be used by the project. Members of the ELT (including students) would have the opportunity to consider the methods while the charter was in draft format and recommend modifications if appropriate.

Once the project is underway, input provided through the various mechanisms would be recorded in the meeting notes. For example, survey results or a summary of the input received through a student forum could be shared with the members of the project during the discussion portion of a meeting.

## Retained Right of ASB

As the officially recognized group that represents all ARC students, ASB retains the right to require that the standard method of representation (ASB Appointment) be used in lieu of non-standard methods for a particular project. In order to exercise this right, the ASB President must request use of the standard method via the ELT or the College President prior to ELT adoption of the project charter. If ASB exercises this right, it also assumes responsibility to recommend appointments before the first project meeting.



# GOVERNANCE: STUDENT COMPENSATION

The compensation structure defined below is based on the model in use during the 2018-19 academic year. It has been adjusted to provide flexibility for the use of student resource panels.

Students play a vital role on college and District wide committees, councils and project teams. Student contribution to participatory governance helps inform ARC practice and provides a qualitative (lived experience) perspective to inform the work of the group.

Training, analyzing documents, and active participation is essential for students to make educated decisions on project teams and councils. This may require additional meetings and outside work from the regular project team/council meeting times to read documents, review and analyze data and trends, and develop their own thoughts, ideas, and perspectives. Student representatives are also expected to regularly write a brief report to the Associated Student Body Student Senate regarding the progress of the team/council work.

To that end, ARC has decided to compensate appointed student representatives serving on teams and councils. The compensation will be in the form of a Bookstore/Oak Café voucher. Current compensation rates are listed below and may be adjusted by action of the President’s Executive Staff (PES).

## Project Team Participation: Voucher Breakdown per Semester

Percentage of Meetings Attended	Voucher*
100%	\$450
75%	\$337.50
50%	\$225
Below 50%	No Voucher

\*Alternate forms of compensation (scholarship check) are available for undocumented students.

## Council Participation: Voucher Breakdown per Semester

Percentage of Meetings Attended	Voucher*
100%	\$300
75%	\$225
50%	\$150
Below 50%	No Voucher

\*Alternate forms of compensation (scholarship check) are available for undocumented students.

## Project Resource Panel Participation: Voucher Breakdown per Semester

In some cases, a group of students may be asked to serve as a resource panel for a project in lieu of student appointments. This group of students would not be required to attend all project meetings, but would participate on an occasional basis when asked for information/input from the student perspective. It is anticipated that individuals serving on a resource panel would commit to no more than four hours per project. For budgeting purposes, the size of a resource panel would be limited to eighteen students or \$900 of compensation (equivalent of two student appointments for a semester). Smaller resource panels may be used based on the anticipated requirements of the project.

Participated upon request	\$50*
Did not participate	No Voucher

\*Alternate forms of compensation (scholarship check) are available for undocumented students.