Governance and Organizational Guide

2019-2020

GOVERNANCE OVERVIEW

This guide contains the ARC Governance Framework, Participation Charter, and many of the materials that are currently used for governance operations and training.

For a quick tour, please browse these four resources:

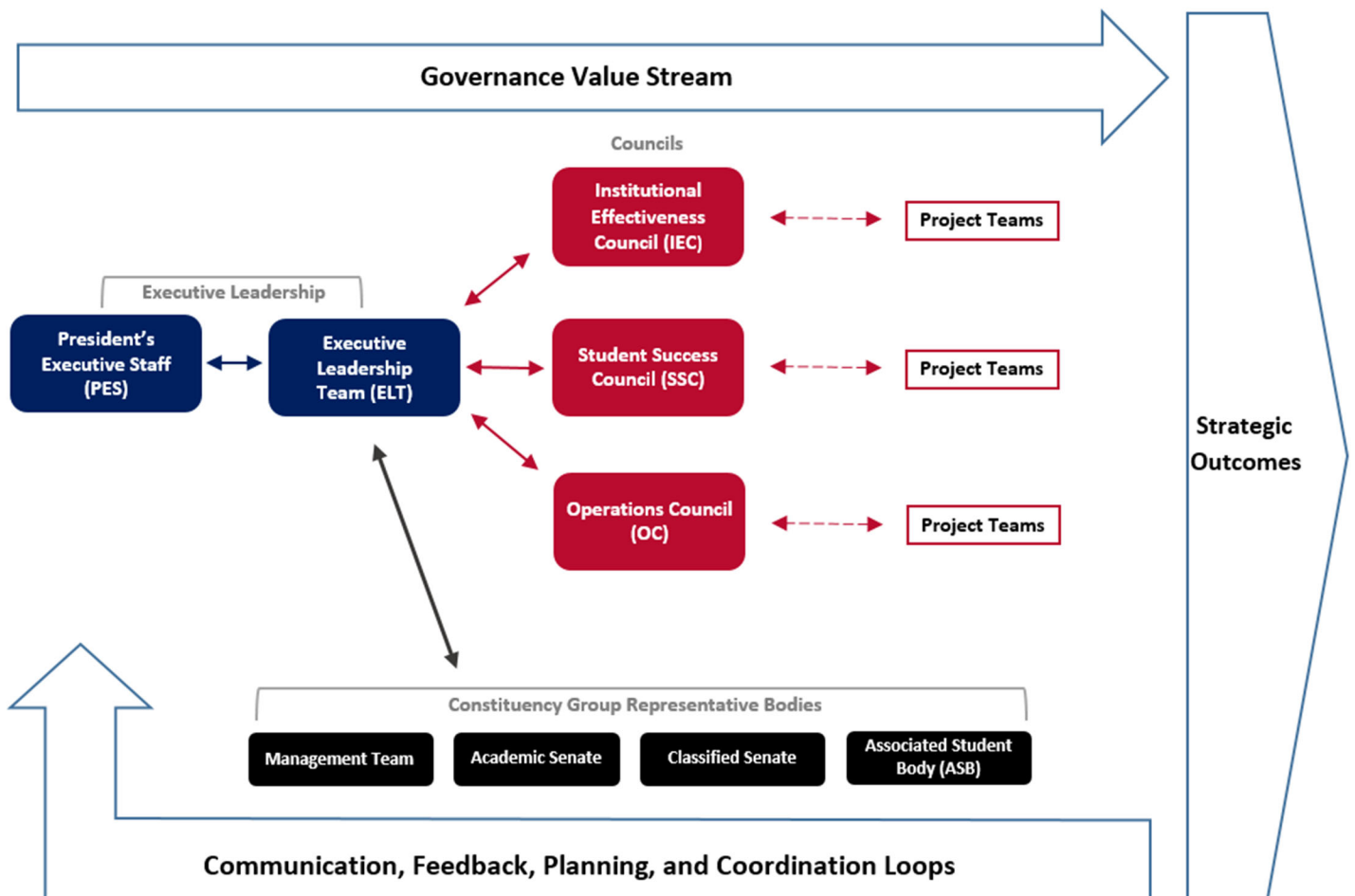| |
|---|
| **Governance Video**
https://youtu.be/r9OQghGnR7g

Watch this four-minute video that highlights why ARC created a new governance system, the values that guide it, and how the new structure works |
| **Governance Website Presence**
https://inside.arc.losrios.edu/governance/arc-governance

Visit the ARC website to learn more about the governance process, accomplishments (Forward Motion), and the current work in progress (Project Teams). |
| **IGOR (Institutional Governance Online Repository)**
https://igor.arc.losrios.edu/

Browse ARC's governance repository that provides timely access to meeting agendas, notes, rosters, project charters, templates and other governance documents. Most content is publicly available so that the college community can easily stay informed about governance activities. Additional templates and edit functionality is available to those serving in governance roles. |
| **Getting Started with Governance**
https://prezi.com/view/XZBxY4ote2Vbh0MvdhGu/

Complete this self-paced online training with links to additional resources. |

GOVERNANCE OVERVIEW

ARC Governance Diagram

The governance diagram identifies the governance structure and flow established as part of the ARC Redesign through efforts of the ARC Governance Task Force. For full details, please see the ARC Governance Framework.
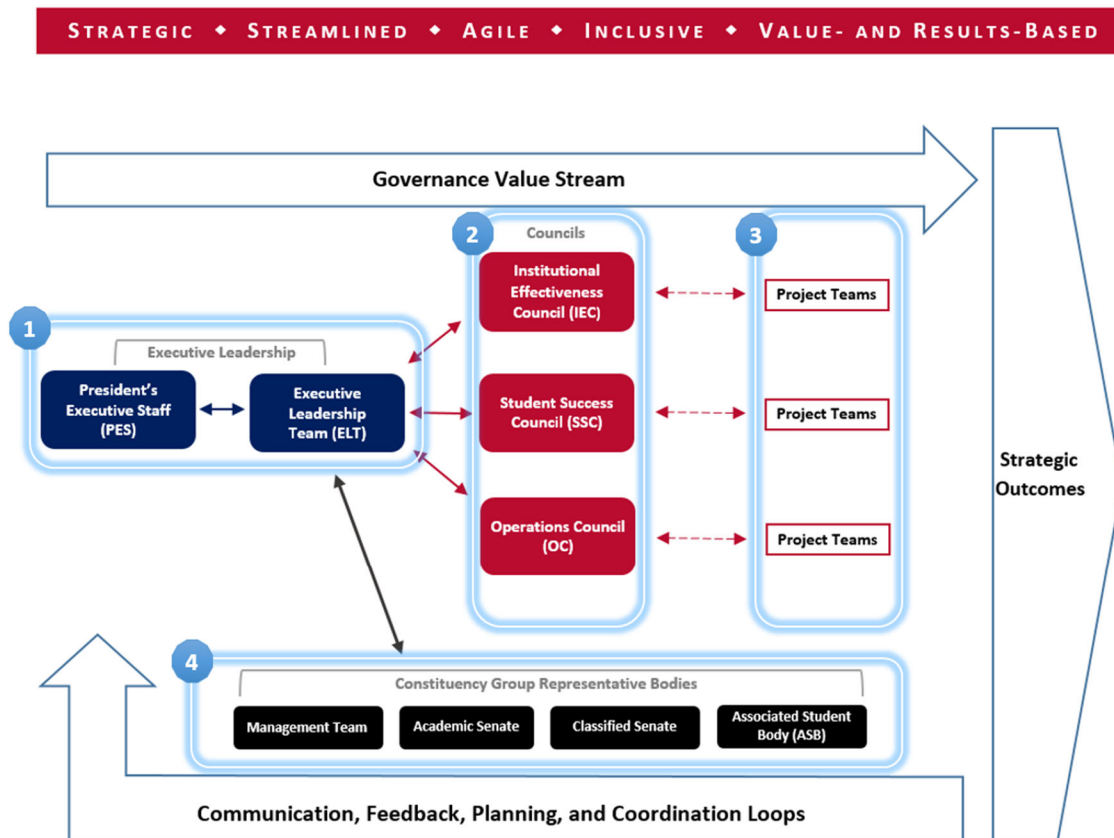

STRATEGIC ◆ STREAMLINED ◆ AGILE ◆ INCLUSIVE ◆ VALUE- AND RESULTS-BASED

Governance Value Stream

Councils

Institutional Effectiveness Council (IEC)

Student Success Council (SSC)

Operations Council (OC)

Project Teams

Executive Leadership

President's Executive Staff (PES)

Executive Leadership Team (ELT)

Strategic Outcomes

Constituency Group Representative Bodies

Management Team

Academic Senate

Classified Senate

Associated Student Body (ASB)

Communication, Feedback, Planning, and Coordination Loops

GOVERNANCE OVERVIEW

The four tiers of governance are designed to result in efficient and effective progress towards ARC's strategic goals.

Tier	Role *(per the ARC Governance Framework)*
Executive Leadership	The College President with support of Executive Staff establishes strategic direction for the college. The President's Executive Staff (PES) is comprised of the ARC President, Vice Presidents and Dean of Planning, Research, and Technology. The Executive Leadership Team (ELT) includes all members of the PES, executive leadership of the Academic Senate, Classified Senate, Associated Student Body, and the Public Information Officer. The ELT provides input and recommendations to the President in establishing the charters, strategic direction, and accountability of ARC councils and project teams. The College President retains final decision-making authority for the college.
Councils	Councils are chartered by the College President in consultation with the ELT to provide functional direction for important initiatives and operations essential to maximizing institutional effectiveness, forums for participatory governance, and opportunities for leadership development through the active participation of designated representatives of all four college constituencies. Councils determine strategies and actions needed to fulfill their charter through participatory dialogue guided by their charter. Councils may also make recommendations for strategic direction to the ELT and identify needed support for active implementation of strategic initiatives.
Project Teams	Project teams are project-based and chartered by the College President in consultation with the ELT to produce specific deliverables and achieve assigned strategic outcomes within a specified timeframe. Project teams include participation of the appropriate constituency groups consistent with the principles of participatory governance while offering multiple opportunities for leadership development.
Constituency Group Representative Bodies	The college is comprised of the four distinct constituency groups of faculty, students, classified staff, and management. Each of these groups are important stakeholders who offer the benefit of diverse perspectives, actively inform decision-making, and contribute to daily planning and implementation of strategy, instruction, and operations at ARC.

GOVERNANCE OVERVIEW

The Institutional Governance Online Repository (IGOR) is the primary communication mechanism for college governance and provides timely access to meeting agendas, notes, rosters, project charters, templates and other governance documents. IGOR is available to participants and interested stakeholders at https://igor.arc.losrios.edu.

GOVERNANCE OVERVIEW

Highlights of ARC's governance work are shared with the college community on a semi-monthly basis through the Forward Motion publication.

igor AMERICAN RIVER COLLEGE
LOS RIOS COMMUNITY COLLEGE DISTRICT

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Forward Motion
Governance Highlights
November 2019

What Happened In The Councils?

Executive Leadership Team (ELT)
UPDATES AND BRIEF REPORTS:

- Senior Leadership Team has transitioned from twice monthly face-to-face meetings to twice monthly 20-25 minute virtual meetings via Zoom.
- ASB had successful CAEB events and is working on student stipends and preparation for Lobby Day
- Academic Senate preparing for State Academic Senate Plenary; next senate meeting to include syllabus guidance document first reading, pathways presentation, faculty hiring ranking
- Timeline and steps associated with the ARC presidential search/hiring process to include town hall meeting in December, position announcement in January, interviews in April, impression in May, Board of Trustees approval in mid-June

DISCUSSION ITEMS:

- Key takeaways from workshop on free speech presented at the district office: as a public institution, we are required to allow individuals/groups to come onto the college campus; from a facilities standpoint there are some things we can enforce (no blocking operations or walkways); they cannot go indoors; permit required for amplification of voices but they cannot be disruptive to instruction
- Discussed purpose of our institutional campus climate survey and how the results will be utilized

Student Success Council (SSC)
UPDATES AND BRIEF REPORTS:

- Presentation on the college's plans for dual enrollment, with particular focus on opportunities in distance education delivery combined with in-person support in high school classrooms
- Professional Development project team update

DISCUSSION ITEMS:

- Presentation on the status of the Disproportionate Impact project team's work
- First reading of the Education Master Plan project team report

Institutional Effectiveness Council (IEC)
UPDATES AND BRIEF REPORTS:

- Institutional campus climate study update. Student survey has been deployed; due before finals week. Employee survey to be deployed online December through January
- Report on the status of the Professional Development project team. Plan to include recommendations for structure, training, staffing including management oversight, steering group, space, time for classified staff, and management support
- Program Review training has been provided for this year's cohort; Annual Unit Planning reminder of distinction from old EMP process
- Announced need to submit 2018-2019 SEA Annual Report -- follow-up report for last spring's plan; includes accounting and metrics, with specific directives from the state concerning DI groups

DISCUSSION ITEMS:

- Options for how the college will utilize its governance system to approach preparing for the upcoming accreditation peer-review process including the institutional self-evaluation report (ISER) and quality focus essay (QFE)
- The council provided feedback on the institutional research data use statement. Council supported the document for defining a culture of data use, and as an essential component for fostering an equity culture

Operations Council (OC)

Council members toured the new ARC sign printing shop to develop understanding of increased printing capacity and flexibility and to prompt discussion for future direction.

What Are We Working On?

We are setting the stage for the staffing, services, programming, and construction for Pathway Communities Home Bases in six locations across the college.

What's Next?

Members of the President's Executive Staff will be giving presentations to governance councils and senates outlining details for the implementation of Pathway Communities Home Bases.

The Basics

1. **What do the acronyms mean?**
   ELT = Executive Leadership Team
   IEC = Institutional Effectiveness Council
   SSC = Student Success Council
   PES = President's Executive Staff
   ASB = Associated Student Body
   ARC = American River College
   LRCCD = Los Rios Community College District

2. **What is 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.

3. **What is a 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.

4. **What is a project team?**
   A project team is a work group sponsored by a council and charged with specific tasks that are described in the project charter. Project teams usually focus on designing solutions or implementing solutions. At ARC, project teams are typically chartered for one academic year.

5. **What is a 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.

6. **What is a management team?**
   Management is not represented by a senate. Instead, the management team is represented in governance structure through the Administrative Leadership Council and the Senior Leadership Team.

7. **What is a 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. Per the [ARC Governance Framework](), *"the ELT provides input and recommendations to the President in establishing the charters, strategic direction, and accountability of ARC councils and project teams. The College President retains final decision making authority for the college."*

Navigating the Governance Structure

1. **I have an item that needs input from a senate and a council. Who should I go to first?**
   It is usually best to seek input from the appropriate senate(s) and other key stakeholders before formally placing items on a council agenda.

2. **I have an item that seems to fit the charge of multiple councils. Where do I start?**
   If an item seems to fit multiple councils, email the council chairs/co-chairs as a group (one email) so that they can help you determine which councils need to see the items and in which order. Some councils meet more frequently so sequencing in a particular order may be necessary to move an item through the councils in a timely manner.

   Please indicate in the email the topic you would like to place on the agenda and what you are seeking from the council members (e.g., awareness of the item or a recommendation to ELT).

3. **If I take an item to a council, does it also need to go to executive leadership (PES and ELT)?**
   It may need to go to the President's Executive Staff (PES) and Executive Leadership Team (ELT) depending on the topic and what type of action you are seeking. In general, the councils make recommendations to executive leadership (PES and ELT).

4. **Who makes the final decision?**
   Final decision-making authority is held by the ARC President. In certain cases, items may also require approval by the LRCCD Board of Trustees.

Meetings

1. **When do councils meet?**
   Please see the master calendar or the individual council pages for their regular meeting schedule.

2. **How do I place an item on a council agenda?**
   Please email the facilitator(s) who serve as chair and co-chair.   The facilitators are listed on the page for each council.

3. **Are guests allowed during council meetings?**
   Invited guests often participate in meetings. If you are interested in a particular topic, please contact the chair in advance to arrange to be a guest. Please note that some councils meet in small rooms which have limited seating capacity.

4. **How do I find out what's happening?**
   Agendas and notes are posted on the web page for each council. The notes are made available as soon as possible after the meeting. Summary information from the meetings is also distributed through other channels.

5. **What are meeting notes and how do they differ from minutes?**
   Meeting notes are brief in nature and are published in a draft format without being formally approved by the council. They may be revised if necessary after the next council meeting.

Participation

1. **How are the facilitators (chair and co-chair) appointed?**
   The facilitators for each council are specified in the council composition which is listed in the [ARC Governance Framework](). Facilitators may include ex-officio or appointed individuals.

2. **How are council members selected?**
   The membership is determined by the council composition which is listed in the [ARC Governance Framework](). Councils generally use a combination of ex-officio and appointed positions.

3. **How do I get involved?**
   If you are interested in participating on a council, please contact the leadership of your constituency to let them know that you would like to participate when an opportunity becomes available. Because the councils are chartered for three years, membership does not change as frequently as project teams. You can also participate in the process by providing input and feedback to the members of the council who represent your constituency.

Project Teams

1. **How are projects initiated?**
   Projects are sponsored by one of the councils, recommended by the ELT, and authorized by the ARC President. Please see the Project Initiation Flowchart for details. Project initiation usually happens each spring to identify and authorize projects for the upcoming academic year. In some cases, a project may be initiated in an expedited manner at a different time of year to allow ARC to be responsive and agile.

2. **How are project team members selected?**
   The College President, in consultation with ELT, designates the Project Steward (aka project manager), Project Lead(s), and the expected composition of the team. Positions may be designated for potential inclusion based on role and responsibilities. The President indicates the number of representative appointments needed and individual appointments are determined according to the processes established by each constituent groups' representative body.

3. **How do I get involved?**
   If you are interested in an upcoming project, please contact the leadership of your constituency to let them know that you would like to participate.

American River College
Administration 2019-20

President
Thomas Greene

Dean
Equity & Inclusion
Nick Daily

Dean
Planning
Research & Technology
Adam Karp

Director
Office of Philanthropy
Kirsten DuBray

Communications
& Public
Information Officer
Scott Crow

Vice President
Student Services
Jeffrey Stephenson

Vice President
Instruction
Frank Kobayashi
(Interim)

Vice President
Administrative Services
Kuldeep Kaur

Dean
Counseling & Transfer Center
Kathryn Sorensen
(Interim)

Assoc. Vice President
Student Services
Chad Funk

Assoc. Vice President
Instruction & Learning Resources
Kale Braden

Assoc. Vice President
Workforce Development
Derrick Booth [Interim]

Assoc. Vice President
Instruction
Kate Jaques

Director
Admin. Services
Ops/Maintenance
Cheryl Sears

Dean, Student Svcs.
Equity Programs & Pathways
Joshua Moon Johnson

Dean
Admissions & Transition Services
Parrish Geary

Dean
McClellan Center
Steven Segura

Dean
Natomas Education Center
Roger Davidson

Dean
English
Doug Herndon

Dean
Career Education & Workforce Development
Raquel Arata

Dean
Business & Computer Science
Kirsten Corbin

Director
Bookstore
Koue Vang

Dean
Student Services Support Programs
Kolleen Ostgaard

Dean
Distance Ed., Virtual Education Center
Marsha Reske

Dean
Learning Resource Center and Instruction
Gary Hartley (Interim)

Dean
Fine & Applied Arts
Angela Milano

Director
Workforce Development
Cynthia Sommer

Dean
Science & Engineering
Rina Roy

Supervisor
Business Services
Isolina San Juan

Dean
Humanities
Diana Hicks

Dean
Health & Education
Jan DeLapp

Dean
Mathematics
Adam Windham

Supervisor
Printing Services
Don Reid

Director
Nursing
Sandra Wyrick

Dean
Behavioral/Social Sciences
Steven Boyd

Dean
Technical Education
Gary Aguilar (Interim)

Dean
Kinesiology/Athletics
TBD

American River College

Instruction 2019-20

Vice President Instruction
Frank Kobayashi
(Interim)

Assoc. Vice President Workforce Development
Derrick Booth [Interim]

- **Dean**
  Career Education & Workforce Development
  Raquel Arata
- **Dean**
  Health & Education
  Jan DeLapp
- **Dean**
  Kinesiology & Athletics
  TBD
- **Director**
  Nursing
  Sandra Wyrick
- **Dean**
  Technical Education
  Gary Aguilar
  (Interim)
- **Director**
  Workforce Development
  Cynthia Sommer

Assoc. Vice President Instruction
Kate Jaques

- **Dean**
  Behavioral/Social Sciences
  Steven Boyd
- **Dean**
  Business & Computer Science
  Kirsten Corbin
- **Dean**
  Mathematics
  Adam Windham
- **Dean**
  Science & Engineering
  Rina Roy

Assoc. Vice President Instruction & Learning Resources
Kale Braden

- **Dean**
  English
  Doug Herndon
- **Dean**
  Fine & Applied Arts
  Angela Milano
- **Dean**
  Humanities
  Diana Hicks

Dean Distance Ed, Virtual Education Center
Marsha Reske

Dean Learning Resource Center and Instruction
Gary Hartley (Interim)

- **Supervisor**
  Regional Public Safety Training Center
  Karen Hubbard

Dean Natomas Education Center
Roger Davidson

- **Supervisor**
  Community Services / Natomas Center
  Raymelle Revel

Dean McClellan Center
Steven Segura

- **Dusty Baker Center**

American River College

Vice President
Administrative Services
Kuldeep Kaur

Director
Bookstore
Koue Vang

Director
Administrative Services
Cheryl Sears

Business Services
Supervisor
Isolina San Juan

Printing Services
Supervisor
Don Reid

College Police
Captain
Chris Day

Custodial/Receiving
Supervisor
Tommie Hall

Campus Operations
Supervisor
Matthew Blevis

American River College
President's Services 2019-20

President
Thomas Greene

**Director of Donor Relations
Office of Philanthropy**
Kirsten DuBray

Public Information Officer
Scott Crow

Dean, Equity & Inclusion
Nick Daily (Interim)

Dean, Planning, Research & Technology
Adam Karp

Research

Instructional Technology Center

IT Supervisor
Jeff Bucher

American River College

Student Services 2019-20

Vice President Student Services
Jeffrey Stephenson

Associate Vice President Student Services (SSSP/SEQ Plans/Budgets)
Chad Funk

Director of Health & Wellness Center
Dee Dee Gilliam

Financial Aid
Robin Gallowglas

Instructional Svcs. Program Collaboration

Discipline

SEA Budgets

District-Wide CalWORKs/ Special Projects Coordinator
Delia Orosco

Dean of Student Services Equity Programs and Pathways
Joshua Moon Johnson

Online Services

Dean of Student Services Counseling & Transfer Center
Kathryn Sorensen (Interim)

Dean of Student Services Admissions and Transition Services
Parrish Geary

Online Services

Dean of Student Services Support Programs
Kolleen Ostgaard

Online Services

Center for Leadership & Development
Supervisor
Brett Sawyer

International

Counseling
Supervisor
TBD

Admissions Supervisor
Jason Ralphs

Records / Data Imaging

Director, First Year Experience and Onboarding
Jazzie Murphy

ASB

6-12 Outreach

Advanced Education

Grievances

Communication/ Call Center

Registration

Achieve/ Connect Center

Student Emergency Fund

Learning Communities

Targeted Recruitment Disp. Impacted

Assessment Center

HCD Classes

Evaluations/ Graduation

Transition Services

CalWORKs Supervisor
Breanne Holland

EOP&S/Next Up/ CARE

TRiO Programs
SSS-Tanya Anderson
ETS-Diana Garcia
UB-Maricela Juarez

Educational/ Community Partnerships

Articulation

Probation and Dismissal

Petitions

VA Admissions Certification

Career & Pathway Support Services

CAST

Equity Programs & Pathways
Supervisor Satya Chima

General Counseling

Transfer Center

Title IX

DSPS/LD Supervisor
Clint Allison

Veterans Resource Center, Supervisor
Robert Heryford

UNITE Center

UndocuScholar Resource Connection

Peer Mentors

Achieve Case Management

PRIDE

Food Pantry

Early Alert

REGULAR MEETING SCHEDULES

The ARC governance groups strive to keep to a regular meeting schedule as follows:

Group	Meeting Schedule
Academic Senate	2nd & 4th Thursday, 3:00pm-5:00pm
Student Senate	Fridays, 10:30am-12:00pm
Classified Senate	2nd Wednesday, 11:30am-1:00pm
Executive Leadership Team	1st Monday, 3:00pm-5:00pm
Institutional Effectiveness Council	3rd Monday, 3:00pm-5:00pm
Operations Council	4th Tuesday, 1:30pm-3:30pm
President's Executive Staff	Wednesdays, 8:30am-Noon
Student Success Council	1st & 3rd Tuesday, 1:00-3:00

The ARC President also meets with various individuals and groups on a regular basis. These include:

Individual/Group	Meeting Schedule
President's Executive Staff (PES)	Meets on a weekly basis; most meetings occur on Wednesday morning
Administrative Leadership Council (ALC) – *includes all administrators and supervisors*	Meets every other week via a virtual confab using Zoom
Academic Senate President	Meets on a weekly basis
Classified Senate President	Meets on an as needed basis
Student Senate President	Meets on an as needed basis
Executive Leadership Team – *governance group that includes leadership from all constituency groups and governance councils*	Meets monthly during the primary terms; typically held on first Monday of the month
Each direct report	Meets on a weekly basis; most meetings occur on Monday

Scheduling Overview

The grid below indicates the distribution of ARC governance meetings based on the regular schedule. The grid is not based on weeks within the month, but rather the first occurrence of a particular day (e.g., first Wednesday).

	Monday	Tuesday	Wednesday	Thursday	Friday
1st week of month	Executive Leadership Team (3:00pm-5:00pm)	Club and Events Board (10:30am-12:00noon)	President's Executive Staff (8:30am-Noon)	Instructional Deans (9:00am-11:00am)	Student Senate (10:30am-12noon)
		Student Success Council (1:00pm-3:00pm)	Senior Leadership Team (1:00pm-3:00pm)	Student Services Deans (9:00am-11:30am)	
				AVCI (DO) (2:00pm-3:00pm)	Information Security Officers (DO) 2:00pm-3:30pm
			Curriculum (3:00pm-5:00pm)	VPI/VPSS (DO) (3:00pm-4:30pm)	District Accreditation Coordinating Committee (DO) 3:00pm-4:30pm
2nd week of month	District Research Council 11am-12:30pm	Club and Events Board (10:30am-12:00noon)	President's Executive Staff (8:30am-Noon)	Instructional Deans (9:00am-11:00am)	Student Senate (10:30am-12noon)
			Classified Senate (11:30am-1:00pm)	Student Services Deans (9:00am-11:30am)	
			Budget Committee (DO)* (3:00pm-4:30pm)	Academic Senate (3:00pm-5:00pm)	
			Curriculum (3:00pm-5:00pm)		
3rd week of month	Institutional Effectiveness Council (3:00pm-5:00pm)	Club and Events Board (10:30am-12:00noon)	President's Executive Staff (8:30am-Noon)	Instructional Deans (9:00am-11:00am)	Student Senate (10:30am-12noon)
		Student Success Council (1:00pm-3:00pm)	Senior Leadership Team (1:00pm-3:00pm)	Student Services Deans (9:00am-11:30am)	
				VPSS/Deans (DO) AVCI (DO) (2:00pm-3:00pm)	
			Curriculum (3:00pm-5:00pm)	VPI/VPSS (DO) (3:00pm-4:30pm)	
4th week of month	Chancellor's Cabinet (DO) 3:00pm-4:00pm	Club and Events Board (10:30am-12:00noon)	President's Executive Staff (8:30am-Noon)	Instructional Deans (9:00am-11:00am)	Student Senate (10:30am-12noon)
		Operations Council (1:30pm-3:30pm)	Curriculum (3:00pm-5:00pm)	Student Services Deans (9:00am-11:30am)	
				VPA (DO) (1:00pm-5:00pm)	
				IT Deans 2:00pm-3:00pm	
				Ed Tech (DO) 3:00pm-5:00pm	
				Academic Senate (3:00pm-5:00pm)	District Curriculum Coordinating Committee (2:30pm-4:30pm)
5th week of month		Club and Events Board (10:30am-12:00noon)	President's Executive Staff (8:30am-Noon)	Instructional Deans (9:00am-11:00am)	Student Senate (10:30am-12noon)
			Curriculum (3:00pm-5:00pm)	Student Services Deans (9:00am-11:30am)	

* scheduled every month on BOT meeting day (typically the second Wednesday)

Project meetings must be scheduled during open time blocks that do not overlap with existing governance group meetings.

ARC Participatory Governance and Integrated Strategic Planning Framework

Maximizing Institutional Effectiveness Through a Participatory Governance System Designed to Streamline and Improve Decision-Making While Integrating Strategic Plan Implementation, Coordination, and Outcomes

American River College (ARC)
Authored by: ARC Governance Task Force
Adopted by the ARC Planning Coordination Council (PCC) on 10/2/2017

ARC Governance Task Force Acknowledgement

Framework, Toolkit, and Strategic Plan Coordination

A Project to Examine the Structure and Processes at ARC Including Standing Committee Structure and Functions, Planning, Reporting, Action/Implementation, and Alignment

Reference: *Maximizing Institutional Effectiveness at American River College*

Project Sponsor: Dr. Thomas Greene, President
Project Manager: Dr. Adam Karp, Dean of Planning, Research, and Technology
Project Facilitator: Michael Ward, MA/CPF, HighBar Global Consulting

Governance Task Force Participants:

Mary Goodall (Classified)
Anthony Giusti (Faculty)
Alejandra Hilbert (Student)
Adam Karp (Management)
Lisa Aguilera Lawrenson (Management)
Robin Neal (Management)
Jessica Nelson (Faculty)
Jeanne Reed (Classified)
Rina Roy (Management)
Valencia Scott (Student)
Alisa Shubb (Faculty)

Contents

Maximizing Institutional Effectiveness at American River College (ARC)

A project to examine the structure and processes at ARC including standing committee structure and functions, planning, reporting, action/implementation, and alignment.

In Fall of 2015, conversations began based on a growing concern that despite the resources devoted to governance in terms of time and commitment of participants, the current committee structure at ARC had become unwieldy, siloed and was appearing inadequate when it came to responding in a timely and transparent way to new initiatives. Feedback from the classified staff, faculty, and management constituency groups suggested that the dissemination of information between committees and constituent groups could be improved, and that some committee activities were duplicative, inefficient, or not well communicated to other committees or workgroups at the College. The proliferation of workgroups and taskforces indicated that our present governance structure was not reflecting the most effective and efficient governance model for what is a rapidly evolving landscape. Feedback from the constituency groups also suggested that the functions for standing committees may no longer be aligned with the needs of the College to the same degree as they have in the past. Concern was expressed that our present governance structure may not be meeting our current needs and that increased institutional effectiveness and capacity is necessary in order to support our strategic plan and maintain the integrity of our institution.

Furthermore, one of ARC's preliminary accreditation recommendations for improvement was to develop a systematic evaluation of College governance structures. Our accreditation self-evaluation report includes an actionable improvement plan to develop a guide to integrated planning and governance processes. Feedback from constituency groups indicated there are opportunities for improved integration and coordination of activities.

Upon the recommendation of the Planning and Coordinating Council (PCC), in Fall 2016 a group of faculty, classified staff, management, and student representatives were appointed to a governance task force. This task force was charged with affirming those aspects of our institutional processes and governance structures that are working effectively while creating an efficient structure that allows the College to work smarter and adapt to a continually and rapidly changing environment. The task force was also committed to building on the strong institutional history of trust based relationships to preserve and further enhance a "participatory leadership culture".

The task force established specific re-design priorities intended to ensure the system of governance would be **Strategic, Streamlined, Agile, Inclusive, Value- and Results-Based**. Based on these priorities and informed by the College Strategic Plan, the Governance Task Force proposed the following integrated governance framework, which was adopted by the Planning and Coordinating Council on October 2, 2017.

SECTION 1: PARTICIPATORY GOVERNANCE FRAMEWORK

Governance Framing Concepts: The Purpose and Value of Participatory Governance at American River College (ARC)

Governance involves the establishment of policies, practices or procedures that 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. The participatory governance structure at American River College is consistent with California Education Code, Title 5 of the California Code of Regulations, and Los Rios Community College District Board Policy.

The governance structure is a system by which strategic directions are formulated through the active participation of the constituency groups who will be impacted. Participatory governance offers a process by which decision making can take place through shared leadership that actively seeks consensus on the best way forward with respect to any given issue or opportunity. In this context "consensus" describes a general state of agreement rather than a "majority opinion". Through this mechanism, the College is able to maximize institutional effectiveness while fostering a continuing culture of participatory governance and shared leadership. The three components of effective governance are: (1) participation, (2) dialogue, and (3) valued outputs.

1. Participation: Constituency group representation and active participation by individuals within the governance structure ensures that ARC will develop and implement policies and practices that produce shared benefit to the college community.

2. Dialogue: In governance, dialogue is the process of individuals exchanging ideas through discussion designed to achieve mutual understanding. Participants are committed to dialogue in order to achieve consensus that is broadly supported by the college community.

3. Valued Outputs: 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.

Governance Organizational Structure

The governance structure is an "ecosystem" design intended to enable ARC to implement our Strategic Plan and adapt strategic initiatives as necessary while maintaining a consistent governance system. Governance takes place through the organized functions of executive leadership and recommending bodies which move issues and opportunities through a participatory dialogue process in all situations where decisions about strategic direction, prefered outcomes, and allocation of resources impact the greater college community. This participatory governance structure is a mechanism for deliberative empowerment designed to develop current and future leaders, foster trust, and yield value as cultural foundations of the college community.

The governance structure employs a charter mechanism which is a simple method for establishing agreements within a multi-tier governance structure. The foundational tier within this structure is the constituency group representative bodies: Academic Senate, Associated Student Body (ASB), Classified Senate, and Management Teams. Governance tiers subject to chartering include councils and project teams. The charter mechanism enables the executive tier to maintain accountability for the work of successive tiers consistent with the College's preferred and planned strategic directions by sponsoring councils which subsequently sponsor project teams.

Charters are documents developed in a group setting that frame accountability by clarifying direction while establishing boundaries. Action Charters specify the purpose, outcomes, deliverables, and timelines which will inform the work of councils and project teams. Participation Charters serve as a complementary framework for how the groups will work together to achieve specified results with meaningful consensus. While Action Charters are designed specifically for each council or team, the Participation Charter provides a standardized approach applicable to all ARC governance groups. Templates for each type of charter are included in Section Three.

ARC Governance Redesign: Four Tiers of Governance

There are four distinct tiers within the governance structure through which information, leadership, accountability, decision-making and strategic project coordination flow. This is depicted in the ARC Governance Redesign Graphic on page 10.

1. **Executive Leadership**
   a. President's Executive Staff (PES)
   b. Executive Leadership Team (ELT)

2. **Councils (Chartered)**
   a. Student Success Council
   b. Operations Council
   c. Institutional Effectiveness Council

3. **Project Teams (Chartered)**
   a. Student Success Project Teams
   b. Operations Project Teams
   c. Institutional Effectiveness Project Teams

4. **Constituency Group Representative Bodies**
   a. Academic Senate
   b. Associated Student Body (ASB)
   c. Classified Senate
   d. Management Teams

Executive Leadership:

The College President with support of Executive Staff establishes strategic direction for the college. The President's Executive Staff (PES) is comprised of the ARC President, Vice Presidents and Dean of Planning, Research, and Technology. The Executive Leadership Team (ELT) includes all members of the PES, executive leadership of the Academic Senate, Classified Senate, Associated Student Body, and the Public Information Officer. The ELT provides input and recommendations to the President in establishing the charters, strategic direction, and accountability of ARC councils and project teams. The College President retains final decision making authority for the college.

Councils:

Councils are chartered by the College President in consultation with the ELT to provide functional direction for important initiatives and operations essential to maximizing institutional effectiveness, forums for participatory governance, and opportunities for leadership development through the active participation of designated representatives of all four college constituencies. Councils determine strategies and actions needed to fulfill their charter through participatory dialogue guided by their charter. Councils may also make recommendations for strategic direction to the ELT and identify needed support for active implementation of strategic initiatives.

The initial number and composition of positions on each council are specified below. Some of these positions include ex officio members who are appointed by virtue of a position they hold within the college. Appointments to fill all positions which are not ex officio are determined by the processes established by each constituency groups' representative body.

Project Teams:

Project teams are project-based and chartered by the College President in consultation with the ELT to produce specific deliverables and achieve assigned strategic outcomes within a specified timeframe. Project teams include participation of the appropriate constituency groups consistent with the principles of participatory governance while offering multiple opportunities for leadership development.

The College President in consultation with the ELT will determine the number and composition of positions on each team based on the roles and expertise or interests necessary to inform and/or achieve chartered objectives. These positions may include ex officio members who are appointed by virtue of a position they hold within the college. Appointments to fill all positions which are not ex officio are determined by the processes established by each constituency groups' representative body.

Constituency Group Representative Bodies:

The college is comprised of the four distinct constituency groups of faculty, students, classified staff, and management. Each of these groups are important stakeholders who offer the benefit of diverse perspectives, actively inform decision-making, and contribute to daily planning and implementation of strategy, instruction, and operations at ARC.

The Academic Senate is the organization whose primary responsibility as the representative of the faculty is to make recommendations with respect to academic and professional matters.

The Associated Student Body (ASB) is the officially recognized student group that represents all students on campus and is sanctioned by the ARC President and chartered by the Board of Trustees.

The Classified Senate is the representative voice and advisory body that provides classified employees and the college community with a formal organization to maintain communication and representation in the on-going development and implementation of state, district, college, and community programs, goals, and planning.

Management Teams represent all of the college's administrators, supervisors and directors. The teams provide leadership, coordination, and support to the execution of governance decisions and implementation of plans, as well as make recommendations to the college president.

ARC Governance Redesign Graphic

ARC Governance Redesign:
Strategic, Streamlined, Agile, Inclusive, Value-, and Results-Based
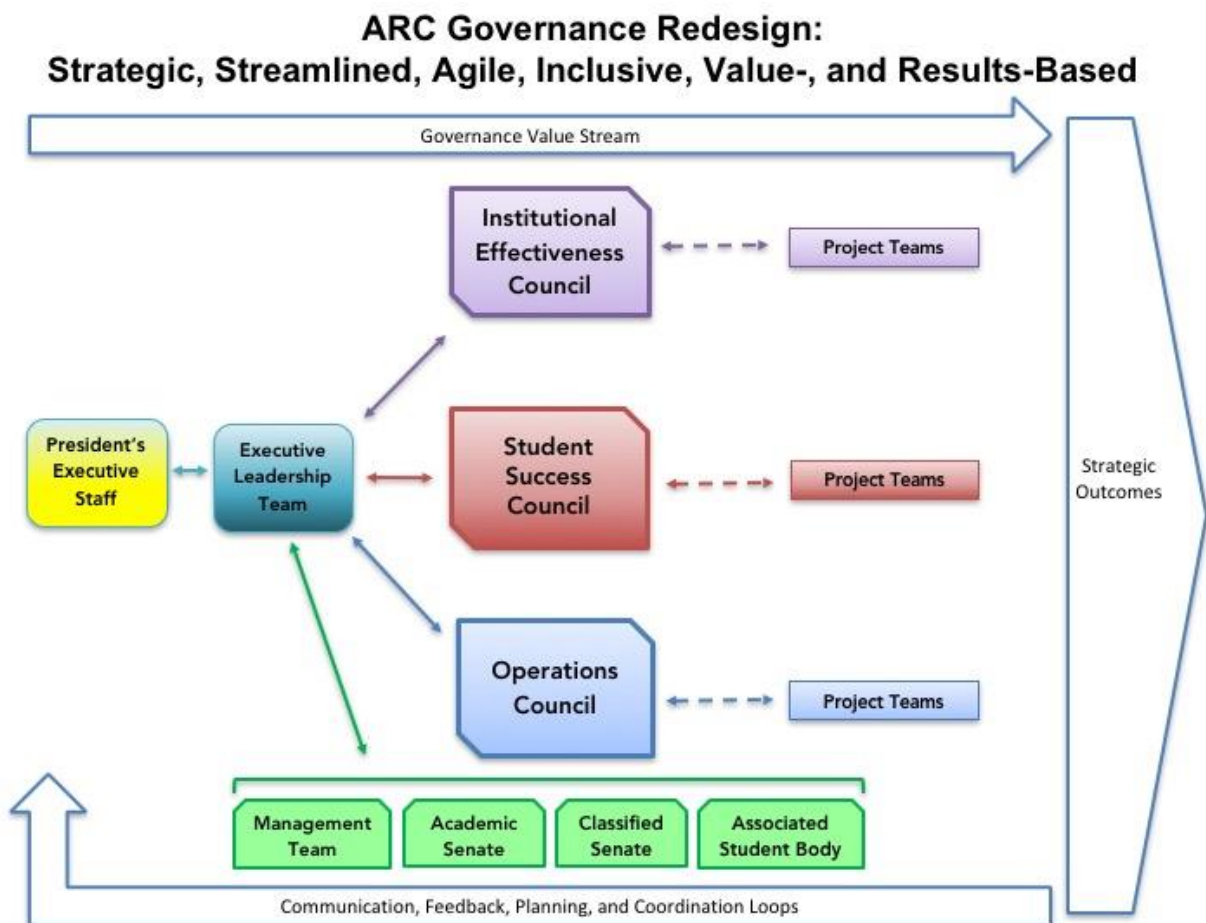
Composition of Governance Tiers

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.

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.
The tenure of members of councils should be three-year terms, with a staggering of terms among positions which are not ex officio. The term of office is for a position and not an individual appointed to that position. Set terms of office, staggered terms, and regular renewal and/or replacement of individuals to serve in a position are designed to balance offering leadership participation opportunities for faculty, students, classified staff, and management while promoting consistent governance processes that lead to informed decision making.

In appointing individuals to positions on councils and project teams, each constituency group representative body will make every effort to build healthy rotations of participation opportunities while maintaining consistent processes and informed decision making within and among councils and project teams.

Detailed composition and function charts for each governance tier follow. A membership positon noted as "representative" is not ex officio. Appointments to these positions are determined by the processes established by each constituency groups' representative body.

1. **Executive Leadership**

President's Executive Staff (PES)	
Function	**Composition**
Provides Strategic Direction and Final Decision Making for All Governance and Strategic Project Implementation Processes; Supports the Charters Established by ELT with Councils and Project Teams	**Membership:** • President • Vice President of Instruction • Vice President of Student Services • Vice President Administrative Services • Dean, Planning, Research, & Technology

Executive Leadership Team	
Function	**Composition**
Through collaborative consultation with the PES, Provides Oversight and Guidance for Council and Project Team Charters, Makes Final Recommendations to the President, Provides Ongoing Accountability For Councils and Strategic Project Implementation and Ensures Transparent Communications to and from all Governance and Constituency Groups	**Membership:** • President o confidential administrative support • Vice President of Instruction • Vice President of Student Services • Vice President, Administration • Dean, Planning, Research, & Technology • Academic Senate President • Academic Senate Past President • Academic Senate Vice President • Academic Senate Secretary • Classified Senate President • Classified Senate Past President • Classified Senate Vice President • Associated Student Body President • Associated Student Body Vice President • Public Information Officer

2. Councils

Student Success Council	
Function	**Composition**
Operates Under a 3-Year Charter Sponsored by the ELT; Develops and Implements the Student Success Strategic Action Framework with 3-Year Outcomes and 1-Year Objectives; Sponsors Project Teams Under the Direction of the PES and Responsive to the Assigned Charter; Identifies and Communicates Cross-Functional Operations Council Support Needs; Provides an Effective Process for Leadership Development for Constituency Participants; A Critical Focus Is On Leading Change and Engaging the College Community Effectively in Support of Student Success Outcomes	**Membership (6 Management; 9 Faculty; 3 Classified; 2 Students):** • Vice President of Instruction (Chair) o staff support designee • Faculty (Co-Chair) • Vice President of Student Services • Associate Vice President, Workforce Development (or designee) • Dean of Planning, Research, and Technology • Student Services Dean Representative • Instructional Dean Representative • Equity Action Institute Coordinator • Student Equity Counseling Faculty Representative • Basic Skills Initiative Coordinator • Basic Skills Faculty Representative • Career Technical Education Faculty Representative • Academic Senate Representative • Student Success Support Program Faculty Representative • Faculty Researcher • Classified Research Representative • Classified Instruction Representative • Classified Student Services Representative • Student Representatives (2)

Operations Council	
Function	**Composition**
Operates Under a 3-Year Charter Sponsored by the ELT; Conducts Planning, Problem Solving, and Oversight for Essential ARC Operations and Facilities Functions Including Budget, Capital Improvements, Technology, Public Safety, Maintenance and Similar; Responds to Support Requests from the Student Success Council; Sponsors Project Teams Under the Direction of the PES Based on Emergent Needs and/or Strategic Plan Priorities; Scope is One-Year Objectives with 3-Year Outcomes as Assigned	**Membership (7 Management; 4 Faculty; 6 Classified; 2 Students)** • Vice President, Administration (Chair) • staff support designee • Classified (Co-Chair) • Dean of Planning, Research, and Technology • Director of Administrative Services • Business Office Supervisor • Information Technology Supervisor • Police Captain • Student Services Dean Representative • Dean of Natomas Education Center • Dean of Kinesiology and Athletics • Associate Vice President, Workforce Development • Faculty Representatives (2) • College Nurse • Distance Education Coordinator • Classified Instruction Representative • Classified Student Services Representative • Student Representatives (2)

Institutional Effectiveness Council	
Function	**Composition**
Operates Under a 3-Year Charter Sponsored by the ELT; Provides Coordination for Integrated Planning (Annual Unit Planning and Program Review, Strategic Planning); Informs Research and Decision Support; Integrates and Coordinates Institutional Professional Development; Supports Governance and Accreditation to Maximize Institutional Effectiveness; Sponsors Project Teams Under the Direction of the PES Based on Emergent Needs and/or Strategic Plan Priorities	**Membership (6 Management; 6 Faculty; 5 Classified; 2 Students)** • Dean of Planning, Research, and Technology (Chair) o staff support designee • Faculty Accreditation Co-Chair (Co-Chair) • Vice President, Administration (or designee) • Dean of Natomas Education Center • Instructional Dean Representative • Vice President of Instruction (or designee) • Student Services Dean Representative • Student Services Supervisor Representative • Faculty Researcher • Student Learning Outcomes Assessment Coordinator • Program Review Faculty Representative • Professional Development Faculty Representative • Counseling/Student Services Faculty Representative • Classified Research Representative • Classified Programmer Representative • Classified Professional Development Representative • Classified Student Services Representative • Student Representatives (2)

3. Project Teams

Project Teams	
Function	**Composition**
Operates Under a 1-Year Charter Sponsored by a Council Designated by the ELT; Established to Translate Strategic Policy, Goals, and Direction into Action Plans Designed to Achieve Specific Outcomes Within a Specific Time Frame; Takes Action On Behalf Of Sponsor Council As Directed; Makes Consensus Recommendations To Sponsoring Council.	**Membership As Specified by the ELT:** • **Student Success Project Teams** • **Operations Project Teams** • **Institutional Effectiveness Project Teams**

4. Constituency Group Representative Bodies

Constituency Group Representative Bodies	
Function	**Composition**
Operate in Accordance with Established California Education Code, Title 5 Regulations, and Los Rios Board Policy; Assign Participants To Councils And Workgroups To Ensure Diversity And Equity In Addressing Strategic ARC Governance Needs; Address Professional Development Needs Of Constituencies Represented; Provide for Ad Hoc Participation In Meetings To Deliberate Issues Not Addressed Elsewhere	**Membership is by Position, Election, or Appointment:** • **Academic Senate** • **Associated Student Body** • **Classified Senate** • **Management Teams**

SECTION 2: GOVERNANCE FUNCTIONS AND PROCESSES

Integration of Governance and Strategic Project Coordination

Strategic planning provides the organized system for defining goals and objectives consistent with ARC vision and values while the ARC governance framework provides a participatory system for establishing strategic directions and making decisions about policies, practices, and procedures consistent with the ARC Strategic Plan. The implementation of strategies and initiatives designed to achieve long term goals requires effective project coordination. This project coordination operates through project teams with oversight by the Executive Leadership (PES and ELT) and Councils.

The primary mechanism for structuring this process is the Action Charter which enables the College President in consultation with the ELT to charter councils and project teams by specifying purpose, outcomes, deliverables, and timelines aligned with the ARC Strategic Plan. Composition of the councils and project teams provides inclusive constituency group representation as defined in the governance framework (Section One) and subject matter expertise from key ARC personnel to ensure the development of action plans that will achieve assigned deliverables.

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 determination by the College President in consultation with the ELT to charter a project team should be made only once an appropriate initiative or project has been identified, outlined, and a chair assigned. The chair is accountable to the sponsoring council and this maintains continuity between strategic plan implementation and the governance accountability process.

Any of the groups within any of the governance tiers may require support from specific college employees based on their roles within the college, subject matter expertise, technical expertise, or useful perspectives necessary to inform decision-making. Governance groups may consult with individual faculty, classified staff, and/or management to acquire specific information, resources, or other means of support needed to address action items, solve problems, or get technical assistance that supports the group's chartered deliverables. These individuals would not be considered members of the group and would provide a specific service for a limited time. They may be invited to participate as invited guests at select meetings about specific agenda items relevant to their role, expertise, or perspective. They would not operate as an additional or separate tier of the governance system.

Functional Governance – Achieving Valued Results

The vigilant practice of "Good Governance" achieves important value for ARC by promoting college community engagement through transparent and accountable decision making. This approach also encourages confidence among governance leaders and appointed representatives that their participation will yield useful outcomes for the college community.

Good Governance can become "Great Governance" when a consistent participatory process produces highly valued results carefully aligned with ARC strategic goals while also enabling continuous learning and leadership development. 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.

At ARC the functional requirements for **Great Governance** are:
- Executive Leadership modeling of consensus decision making and transparency
- Action Charters at the council and project team tiers effectively aligned with ARC Strategic Plan goals, strategies, and initiatives
- A standardized Participation Charter that frames and encourages operational consistency within and between governance tiers
- Integrated project management within and between governance tiers to strengthen stewardship of initiatives
- A participatory process which invites and strengthens leadership development within a participatory governance culture
- Councils and project teams are led by Chairs and Co-Chairs who are trained in effective meeting facilitation for the purpose of achieving charter milestones and deliverables while maximizing participation by members
- Administrator chair assignments offer a consistent connection from the from the ELT to councils
- Faculty co-chairs and representatives are appointed by and responsible to the Academic Senate, which is the representative voice of faculty
- Classified staff co-chairs and representatives are appointed by and responsible to the Classified Senate, which is the representative voice of classified staff
- Project team chairs and/or co-chairs are accountable to the sponsoring council and the ELT
- Meetings operate with well-designed agendas, action-focused meeting records, and communications accessible to the college community
- Governance meetings are scheduled to maximize active participation by members
- Attendance and active participation in Governance meetings are expected of and limited to appointed members and invited guests

Meeting Management and Tools for Making Meetings Matter

The pragmatic functions of governance and strategic planning are means to important ends for ARC and process integrity is essential. In this context process integrity demands more than strict adherence to procedure and instead relies on a mindset of intentional commitment by ARC leaders to participation, dialogue, and the pursuit of value in the form of useful outputs. As such the process of governance integrated with active strategic plan coordination will develop leaders whose actions reflect this commitment through the consistent application of simple and reliable tools.

Tools discussed in this section address how the governance meeting process should be organized, a simple process for applying consensus decision making to meeting deliberations, the distinct roles of the chairs and members, strategies for effective record-keeping and communications.

Meeting Agenda and Record/Notes

Meetings are the primary mechanism for convening governance groups. Effective meetings require well-designed agendas, active participation by members, and a record of results.

The governance meeting agenda should be established with clear context, purpose, and priority attention to topics and actions necessary to advance the completion of charter deliverables. Topics advanced by the chair and co-chair should be framed as questions whenever possible to invite active participation by the governance group members with the person(s) responsible for the content properly identified. Record keeping should be limited to capturing action items agreed upon by the group with contextual notes that frame the purpose of these actions. In this way the college community can "track" the work of each group with a clear understanding of the progress being made to address ARC Strategic Goals and component initiatives.

Agendas are prepared according to the following guidelines:

- Prepare in advance using the **Governance Meeting Agenda Template**
  - Agendas are driven by chartered commitments to specific deliverables and timelines
- Focus on prioritized issues first
  - Content included is prioritized based upon charter and project management plan
- Balance between content and time available
  - A thoughtful balance between presentation and discussion should be maintained
  - Limit items requiring active dialogue to no more than two per one hour meeting
- Frame discussion content with well-designed questions rather than simply listing topics
  - Questions are designed to invite focused participatory input
- Allocate time for reflection on meeting results and commitment to action steps as recorded per the **Governance Meeting Record/Notes Template**

Consensus Formation and Decision-Making

Achieving meaningful consensus is essential to great governance and leads to the formation of decisions that advance the college community in the direction of preferred future outcomes. In this context "consensus" describes a general state of agreement rather than a "majority opinion".

As outlined in the Governance **Participation Charter** clear agreements and public indications of understanding and support are critical to maintain forward progress for all governance groups. Participatory governance is driven by dialogue addressing issues of shared importance, is inherently "consensus-seeking", and through good-will attempts to resolve each participating member's concerns before asking for agreement and closing discussion regarding a recommendation or forward action. The Participation Charter documents a simple method for establishing consensus after an adequate period of dialogue has been completed.

The Role of the Chair

Each governance group has a chair and co-chair whose roles are facilitative rather than authoritative. The facilitative chair aspires to literally "make easy" the process of considering issues, engaging the participation of members, and arriving at meaningful consensus through an orderly and efficient process. As described in the section on agenda planning above the chair and co-chair can and should design meetings to enable a facilitative approach to achieve valued results.

Governance chairs function as the primary facilitative lead for all assigned meetings with the support of co-chairs who attend all meetings and are prepared to step in if and when the chair is unavailable for any reason. Co-chairs assist in planning meetings and ensuring the meeting record is accurate and distributed in a timely manner. Chairs and co-chairs are expected to participate in facilitative leadership training that prepares them to assume each role and adhere to guidelines for effective facilitation including, but not limited to, the following:

- Preparing for Meetings
    - Design and provide meeting agendas and supporting materials in advance using the **Governance Meeting Agenda Template**
    - Create agendas that support the **Action Charter** of the group with an approach designed with a clear beginning, middle, and end that utilizes participation of the members
    - Prepare meeting facilities, materials, and equipment in advance for active participation by members
- Leading Meetings
    - Facilitate group understanding of the **Action** and **Participation Charters**
    - Seek participation to ensure all members have a voice on issues and decisions

- o Provide guidelines and constraints to help keep the meeting focused and on track towards achieving its goals and desired outcomes
  - o Use questions to create an environment of continuous improvement
  - o Engage differences of opinion, perspective, and viewpoint
  - o Verbally and/or visually communicate group reflections and agreements
  - o Guide the group to achieve meaningful consensus on issues addressed
  - o Facilitate the recording of key discussion points, agreements, action items, and relevant context in meeting records/notes using the **Governance Meeting Record/Notes Template**
  - o Facilitate achievement of the outcomes established in the group **Action Charter**
- Following up on Meetings
  - o Provide continuity between meetings to ensure the group learns and evolves together
  - o Distribute meeting records in a timely manner
  - o Complete actions as requested by group

The Role of the Member

Participatory governance works best when all participants approach their role with a mindset of understanding the group's purpose and objectives, contributing ideas, listening for understanding, and adherence to group norms. This requires a disciplined and intentional approach to governance participation that goes beyond simply occupying "seats" or representing constituency "positions" on issues addressed by each group.

Active participation by all group members enables the college community to strive for governance outcomes that are inclusive, encompass broad constituency perspectives, and expand the leadership capacity of ARC. Participants should be consensus-seeking rather than position taking which is only possible when the dialogue process is transparent and enables all members to both listen and understand one another clearly.

Communication and Documentation

The success of an integrated approach to governance and strategic project coordination and the practice of effective (great) governance depends on timely and accessible communication and documentation within and among governance groups and between governance groups and the larger community.

To ensure that communication and documentation are both timely and accessible the college strives to provide a system that:

- Enables all members of the college community to see and understand governance activity and outputs in a common space utilizing a single collaborative platform and accessible document repository

- Provides agendas and meeting records/notes that sync to the platform and charter deliverables
- Establishes protocols and expected timelines for publishing agendas and meeting records/notes relative to meeting schedules of all governance groups
- Documents key discussion points, agreements, action items, and relevant context of outcomes by each governance group in meeting records/notes using outline or bullet format based on the **Governance Meeting Record/Notes Template**
- Transfers outputs from one meeting to agendas for subsequent meetings to ensure project coordination and continuity within and across governance tiers
- Provides a means for broad constituency input beyond what is delivered by members of governance groups
- Publicizes deadlines, decisions, events, and accomplishments to the college community

Governance Meeting Schedules and Master Calendar

A Master Calendar that illustrates a one year view across all groups will help to ensure:

- Broad participation in governance by current and emerging college leaders is possible
- All governance tiers and groups are linked to the strategic planning calendar
- Meetings are thoughtfully sequenced to enable a project management approach to strategic plan coordination
- Optimized scheduling for effective participation by representatives from all constituency groups
- Appropriate meeting facilities are available at preferred meeting times
- Timely and transparent access to meeting schedules for the college community to be aware of what is happening
- Timely completion of priority college governance and strategic plan deliverables

SECTION 3: GOVERNANCE GROUP DOCUMENTION TEMPLATES

Action Charter Template (Example)

COUNCIL/TEAM NAME
Action Charter

This Charter is established between the (sponsor – ELT or council) and the (council or project team) to structure the process and planned outcomes for the (council or project team) during the (length of charter, in number of years) year period of the (year-year) academic/calendar year.

Purpose	[State the overall responsibility and context for the work of the council or team. It is here that it should be made clear to what body the council or team is making recommendations and from what body they are taking direction and/or by what body their work is being coordinated.]
Strategic Charge	[Identify and describe the primary work to be accomplished by the team within the context of the overall goals of the college. This sets boundaries for the topics within the overall purview of the council or team and/or delineates the boundaries of their work so that they are not duplicating the efforts or services being provided or performed effectively by other governance groups and other areas/offices/organizations within the college community.]
Scope/Deliverables	[Specify the parameters and requirements within which the council or team will work as well as expected products or outcomes form the work.]
Membership	[Description of the number and composition of the members based on role/perspective/expertise and constituency group.] The (council or team) will be comprised of (number) members (or as specified by the ELT) inclusive of representatives of all four primary ARC constituency groups and assigned or appointed by their respective representative bodies (Management Council, Academic Senate, Classified Senate, and Associated Student Body): • Role/Perspective/Expertise [Chair] – (Constituency) • Role Perspective/Expertise [Co-Chair] - (Constituency) • Role/Perspective/Expertise – (Constituency)

Participation Charter Template (Example)

COUNCIL/TEAM NAME

Participation Charter

The Chair of the (council or team) is (name and title). The Co-Chair is (name and title). The note take for the (council or team) is (name and title).

Meeting Time/Pattern	[Specify meeting days/times or the general pattern or schedule. See examples below.] The (council or team) meets weekly on (day) at (time) in (location). The (council or team) meets monthly on the (first, second, etc.)(day of month) at (time) in (location).
Roles of Chairs and Members	The Chair and Co-Chair are accountable to (the sponsor) to ensure continuity of dialogue between governance tiers. Chairs are responsible for preparing agenda and facilitating meetings of the (council or team) based on best practices to achieve "Great Governance" and guidelines for effective facilitation. Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the (council or team) that can help to achieve the (council's or team's) charter deliverables (relevant strategic charge). Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the (council or team). While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with (council or team) peers with the intention of finding consensus on all issues that come before the (council or team).
Meeting Procedures and Expectations	The Chair, Co-Chairs, and members of the (council or team) will adhere to participatory governance best practices as follows: • Meeting agendas are issued in advance of meeting times. • Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward. • Members endeavor to: 　○ appropriately prepare for meetings based on the meeting agenda. 　○ arrive promptly and stay for the duration of entire meetings. 　○ participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives.

	○ welcome all ideas, interests and objectives that are within the scope of the charter. ○ actively listen to engage in respectful and constructive dialogue. ○ work with a spirit of cooperation and compromise leading to authentic collaboration. ○ move forward once a consensus-based decision has been made. ○ continue to progress with the members who are present at each meeting. ○ follow through on tasks that are committed to outside of scheduled meetings.
Consensus Agreement Process and Documentation	Clear agreements and public indications of understanding and support are critical to maintain forward progress for the work of the group. On occasion, and after extensive dialogue, members will be asked to indicate their agreement to pursue a specific direction or to conclude discussion of a specific topic or action. This agreement will seek to be based on "consensus" which is a general state of agreement rather than a "majority opinion". Consensus-based decision-making processes attempt to resolve each member's concerns before asking for agreement and closing discussion regarding a recommendation. The consensus-taking process will proceed according to the following steps: 1. Any Member or the chair may ask for an indication of agreement. 2. Members will indicate their degree of support for the selected recommendation as follows: a) agreement with the recommendation, b) support for the good of the whole without necessarily completely embracing the recommendation, c) disagreement with the recommendation. A simple method for indicating degrees of support can be used such as "Thumb's Up" to signify agreement, "Thumb's to the Side" to indicate support for the good of the whole, and "Thumb's Down" to indicate disagreement. 3. If there is no opposition indicated, the agreement will be recorded within the meeting record/notes and discussion will conclude. 4. To sustain the forward progress of the work of the group it may be necessary to record participant agreement related to a specific item without full member consensus. If certain participants have persistent concerns that prevent them from agreeing to the item, then a majority opinion is recorded, and the minority opinion is also captured in the meeting record/notes.
Communication and Distribution of Materials	The (council or team) will strive to provide timely and accessible communication and documentation of its activity and outputs that reflect key discussion points and action items through the use of the communication and documentation system provided and supported by the college.

Roster Template (Example)

COUNCIL/TEAM NAME

Roster of Members as of [Current Date]

Name	Perspective/Expertise	Role	Constituency
Name of individual	In what position in the charter does this individual fill?	Chair, Co-Chair, Member? Ex-officio or appointed? If appointed and charter is multi-year, term of office for the position? Terms should be staggered.	Management, Faculty, Classified, or Student?

Meeting Agenda Template (Example)

[Name of Council/Team] **Meeting Agenda**	
Date: **Time:**	**Location:** [Room #] Call-In Number: [if available] Call-In Code: [if needed]

Facilitator(s): *Identify who is convening the meeting and overseeing discussion and decision making. This would typically be the chair and co-chair of the council or team.*

Note taker: *Identify the assigned note taker for the council or team who is responsible for attending all meetings and keeping a record of the meeting proceedings*

Invited Guests: *Members are expected to attend meetings and their attendance should be capture by the note taker on the roster for the council or team. The name and role of Individuals who are not members but are invited to attend part or all of a meeting should be noted here.*

Objective: *Each meeting and agenda should have a clear purpose and priority related to the council or team's charter.*

Preparation/Reference/Resources: *Itemize and describe what members should do to prepare prior to each meeting. This may include reading supporting or reference documents, bringing items, etc.*
- *Please read Document 1*
- *Please bring Document 2*

Reports on Previous Action Items: *Any items that had been previously discussed and about which an action had been taken that now require an update or status report.*

Topic/Question	*Responsible Party and Time Allotted*
• *Status report for recommendation #1*	*Name (xx minutes)*

Decision/Action Items: *Any items that have been discussed and which now require a decision to be made based on the consensus model.*

Question	*Responsible Party and Time Allotted*
• *Shall we support / recommend proposal X?*	*Name (xx minutes)*

Discussion Items: *Any item(s) that have been previously discussed and require further discussion and/or any items that are new topics/questions for this meeting. This may be information share or items upon which action will need to be taken at a future meeting.*

Topic/Question	*Responsible Party and Time Allotted*
• *Continue of topic YYYY* • *New report on XXXX*	*Name (xx minutes)* *Name (xx minutes)*

Meeting Record/Notes Template (Example)

[Name of Council/Team]		
Meeting Notes		
Date: **Time:**	**Location:** [Room #] Call-In Number: [if available] Call-In Code: [if needed]	
Facilitator(s): *Identify who convened the meeting and oversaw discussion and decision making. This will typically be the chair and co-chair of the council or team.*		
Note taker: *Identify the individual who attended and recorded these meeting notes.*		
Attendees: *Identify the members who were in attendance for this meeting here or on the roster. If on the roster, please note and attach. Also include here the name and role of Individuals who attended and participated as invited guests.*		
Objective: *State the objective identify on the meeting agenda.*		
Supporting Resources: *Include items that members were asked to use to prepare or bring to the meeting as noted on the agenda as well as any additional resources shared during the meeting.* • *Name and source of document 1 (link provided).* • *Name and source of document 2 (document available from xxxx).* • *Draft report on XXXX (presented by XXXXX).*		
Reports on Previous Action Items: *Topic/question and responsible party listed on meeting agenda.*		

Topic/Question	*Responsible Party*	*Status/Update*
• *Status report for recommendation #1*	*Name of presenter*	*Reflect key points and conclusions using outline or bullets, not paragraph of dialog.*

Decision/Action Items: *Question listed on meeting agenda.*

Question	*Outcome/Decision*	*Notes/Next Steps*
• *Shall we support / recommend proposal X?*	*Agreed by consensus? Yes? No?*	*Reflect the outcome, including any expressed support, concerns, and/or dissents, and identify next steps using outline or bullets.*

Discussion Items: *Topic/Questions and responsible party listed on meeting agenda*

Topic/Question	*Responsible Party*	*Notes/Next Steps*
• *Continue of topic YYYY* • *New report on XXXX*	*Name* *Name*	*Reflect key discussion points, questions and answer, and next steps for each item.*

Future/New Agenda Items and Items for Follow-Up: *Identify items that, based on the proceedings of the meeting, are requested to be placed on the agenda as a discussion item for a future meeting and/or requests for action by the chairs and or members prior to the next meeting.*

Topic	*Responsible Party*	*Notes/Due Date*
• *Future item #1*	*Name*	*Reflect key questions related to the topic to be addressed and agreed upon due date.*

Master Calendar Template (Example)

MONTH YEAR

Master Calendar of Meetings of Current Governance Groups

[Days, times, and location of the regular meetings of each governance group each month]

Monday	Tuesday	Wednesday	Thursday	Friday
Project Team A, 1-3pm *ELT, 3-5pm*	*Student Success Council, 1-3pm*			*Project Team B, 10am-12pm* *Project Team C, 1-3pm*
Project Team A, 1-3pm			*Academic Senate, 3-5pm*	*Project Team B, 10am-12pm* *Project Team C, 1-3pm*
Project Team A, 1-3pm *Institutional Effectiveness Council, 3-5pm*	*Student Success Council, 1-3pm*			*Project Team B, 10am-12pm* *Project Team C, 1-3pm*
Project Team A, 1-3pm			*Academic Senate, 3-5pm*	*Project Team B, 10am-12pm* *Project Team C, 1-3pm*

APPENDIX A: TRANSITION PLAN

Tasks for Implementation

The redesigned governance system with full strategic plan integration will be implemented effective January 2018. A brief summary of the necessary actions required to prepare ARC for full implementation follow.

- Announcement to the college of redesign purpose and intent
- Approval of this governance and integrated strategic planning framework by the Planning Coordination Committee (PCC)
- Preparation and completion of professional development workshops by all council and project team chairs, co-chairs, recorders/note takers, and executive leadership team
- Facilitation of charters for each Council and project team completed and approved by the ARC President and Executive Leadership Team (ELT)
- Provide support to existing committees during the transition to enable effective hand-offs of content and action profiles to new entities wherever applicable
- Identify and mobilize individuals as needed during and after the transition to provide continuity and timely assistance with content, information, problem solving, and plan implementation
- Publish FAQ document to provide "at-a-glance" summary of the new governance structure and transition plan

Transition Plan for Previously Existing Governance Entities

To build on existing strengths of ARC governance culture and practices while aligning decision making with ARC's Strategic Plan, existing standing committees and other governance entities will be transitioned such that the value the group serves in terms of alignment with ARC strategic priorities, responsiveness to emergent needs, issues, and challenges, idea generation, and integrated leadership succession is preserved within the new governance structure.

Below is a description of the proposed transfer of roles and assignments from the existing committee structure to the new governance structure.

PREVIOUSLY EXISTING GOVERNANCE ENTITIES/ STANDING COMMITTEES	VALUE/NEEDS FULFILLED	CHANGE FROM EXISTING STATUS
President's Executive Staff (PES)		No Change/Retained
Management Team (Area Deans, Student Services Deans, Administrative Services)		Re-configures the Component Entities (TBD)
Academic Senate		No change/Retained
Associated Student Body		No change/Retained
Classified Senate		No change/Retained
Basic Skills Committee (Standing Committee)	Integrating basic skills across the curriculum.	Moved to Student Success Council

PREVIOUSLY EXISTING GOVERNANCE ENTITIES/ STANDING COMMITTEES	VALUE/NEEDS FULFILLED	CHANGE FROM EXISTING STATUS
	Supporting student equity efforts. Supporting student success through professional development.	
Budget Committee (Standing Committee)	Ensuring transparent fiscal responsibility. Strategically allocating discretionary and additional funds.	Moved to Operations Council
Buildings, Grounds, and Safety Committee (Standing Committee)	Facilitating recommendations to ensure a safe, healthy, aesthetic physical environment. Promoting sustainable resource management.	Moved to Operations Council
Classified Professional Development Committee (Standing Committee)	Assisting in and providing a network for growth of the classified staff in personal and professional needs.	Primarily moved under the purview of the Operations Council
Curriculum Committee (Subcommittee of the Academic Senate)		No Change
Equity Committee	Coordinating and implementing equity efforts. Ensuring a safe, inclusive, and welcoming environment for all. Facilitating success of disproportionately impacted students.	Transitioned to the responsibility and functions of ELT and all three Councils
Faculty Professional Development Committee (Standing Committee)		Re-chartered as Subcommittee of the Academic Senate
Professional Development	Monitoring the implementation	Primarily moved under the

PREVIOUSLY EXISTING GOVERNANCE ENTITIES/ STANDING COMMITTEES	VALUE/NEEDS FULFILLED	CHANGE FROM EXISTING STATUS
Coordinating Committee (Standing Committee)	of professional development to address individual needs and organizational strategic outcomes. Efficient and transparent distribution of PD funding.	purview of the Institutional Effectiveness Council
Planning Coordination Council	Adequately vetting college processes and plans. Fostering a sense of institutional transparency. Ensuring recommendations to the president come with the collective will and expertise of the college. Disseminating information that contributes to meaning-making. Facilitating shared understanding.	Functions transitioned to Executive Leadership Team (ELT)
Program Review (Subcommittee of the Academic Senate)		No change
Professional Standards Type A&B Leaves (Standing Committee)		Re-chartered as Subcommittee of the Academic Senate
Matriculation (Subcommittee of the Academic Senate)		No change
Student Learning Outcomes (Assessment) Committee (Standing Committee)		Re-chartered as Subcommittee of the Academic Senate
Technology Committee (Standing Committee)	Engaging in dialogue about innovations and issues regarding technology to	Functions will be reviewed by ELT and assigned to other governance or non-

PREVIOUSLY EXISTING GOVERNANCE ENTITIES/ STANDING COMMITTEES	VALUE/NEEDS FULFILLED	CHANGE FROM EXISTING STATUS
	address emerging student and staff needs.	governance entities as appropriate
Area Deans		Moved to Management Team (TBD)
Student Services Deans		Moved to Management Team (TBD)
Administrative Services		Moved to Management Team (TBD)
Administrative Leadership Council		Moved to Management Team (TBD)
Ad Hoc Committees/Workgroups		As identified, will be reviewed by ELT and assigned to appropriate council/s

GOVERNANCE PARTICIPATION CHARTER

This charter defines the guiding principles, roles, expectations, and practices applicable to all governance councils and project teams. It is intended to "serve as a complementary framework for how the groups will work together to achieve specified results with meaningful consensus. While Action Charters are designed specifically for each council or team, the Participation Charter provides a standardized approach applicable to all ARC governance groups." (ARC Governance Framework, p. 7)

Charter Adoption: August 31, 2018 by the Executive Leadership Team (ELT)

EQUITY AND SOCIAL JUSTICE: GUIDING PRINCIPLES

To American River College, equity is defined as providing educational opportunities and support that meet the needs of the community, especially those who are historically underserved, marginalized, or disproportionately impacted. The ARC equity statement affirms that the college is committed to equity and social justice through equity-minded education, transformative leadership, and community engagement. Further, the institution strives to uphold the dignity and humanity of every student and employee since that is essential to achieving its mission and enhancing its community. (Institutional Equity Plan, p. 8)

The ARC Equity Framework provides three foundational principles that governance groups can actively pursue:

- College policies, practices, processes, and structures actualize success for disproportionately impacted and marginalized populations
- In professional roles, individuals utilize equity-based practices to effectively support and actualize success for disproportionately impacted and marginalized populations
- On a personal level, individuals practice self-awareness and equity; claim responsibility as a person and commit to equitable education; learn to recognize and address personal biases (Institutional Equity Plan, p. 9)

ROLE OF THE CHAIR(S) AND LEAD(S)

*"The facilitative chair aspires to literally "make easy" the process of considering issues, engaging the participation of members, and arriving at meaningful consensus through an orderly and efficient process." (*ARC Governance Framework, *p. 20)*

The chair(s) of a chartered council are accountable to the Executive Leadership Team (ELT). Lead(s) of a chartered project are accountable to the sponsoring council. Individuals in these roles are expected to ensure communication and continuity of dialogue between governance tiers. Each sponsoring council's chair and co-chair should discuss how this communication will be cultivated and coordinate with the lead(s) of sponsored projects. Chair(s) and lead(s) are responsible for preparing the agenda and facilitating meetings of the designated council or project team based on best practices to achieve "Great Governance" and guidelines for effective facilitation provided during training and described in the ARC Governance Framework.

Within each chartered council, the chair and co-chair should discuss and agree upon how the leadership role will be shared including how expected responsibilities will be divided. Once determined, the council members should be apprised of the role differentiation. Division of responsibilities may be revisited as often as needed to ensure effective council operations and facilitation.

Similarly, the lead and co-lead(s) of each project should discuss and agree upon how project leadership and project management responsibilities will be shared and/or delegated to a steward as soon as possible after being designated in leadership roles. The project team members should be informed of the role differentiation when expectations are set at the project kickoff.

GOVERNANCE PARTICIPATION CHARTER

ROLE OF THE MEMBER(S)

"Participants should be consensus-seeking rather than position taking which is only possible when the dialogue process is transparent and enables all members to both listen and understand one another clearly." (ARC Governance Framework, p. 21)

Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the designated council or team that can help to achieve the scope/deliverables described in the action charter. Members are expected to come prepared to actively attend and participate in all meetings, deliberations, and decision-making processes. While representing informed perspectives or those of a constituency group to which they belong, members are expected to engage in effective dialogue with their council or team peers with the intention of finding consensus on all issues that come before the designated council or team.

ROLE OF THE NOTE TAKER(S)

"Record keeping should be limited to capturing action items agreed upon by the group with contextual notes that frame the purpose of these actions. In this way the college community can "track" the work of each group with a clear understanding of the progress being made to address ARC Strategic Goals and component initiatives." (ARC Governance Framework, p. 19)

The role of the note taker is to serve as an objective, but well informed, recorder of the activity and actions of the group. The note taker attends meetings and is expected to develop sufficient understanding of the topics to allow accurate recording. While the note taker serves as recordkeeper and drafts documentation, the chair(s) or lead(s) are responsible for the published content of meeting notes.

MEETING PROCEDURES AND EXPECTATIONS

"Effective meetings require well-designed agendas, active participation by members, and a record of results." (ARC Governance Framework, p. 19)

Participants in councils and project teams are expected to adhere to the following participatory governance best practices.

Chairs and leads endeavor to:
- issue meeting agendas and supporting documentation in advance of meeting times
- organize meeting agendas to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward
- arrange for notes to be captured during the meeting by an official designee (i.e., note taker) or record the meeting electronically so that notes can be produced after the meeting has finished
- conduct meetings efficiently including starting and ending meetings on time
- lead meetings in a manner that seeks participation, facilitates group understanding, and guides the dialogue towards consensus
- review and approve draft meeting notes prior to publication
- publish notes within a reasonable time frame, preferably within one business day

GOVERNANCE PARTICIPATION CHARTER

Members endeavor to:
- appropriately prepare for meetings based on the meeting agenda
- arrive promptly and stay for the duration of entire meetings
- participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives
- welcome all ideas, interests and objectives that are within the scope of the charter
- actively listen to engage in respectful and constructive dialogue
- speak with the intention of informing decision-making by offering relevant insights that have not already been shared
- focus on the perspective for which their expertise was originally sought (i.e., chartered perspective)
- work with a spirit of cooperation and compromise leading to authentic collaboration
- move forward once a consensus-based decision has been made
- continue to progress with the members who are present at each meeting
- follow through on tasks that are committed to outside of scheduled meetings

Note takers endeavor to:
- capture key discussion points, action items, and other information as directed by the chair(s) and/or lead(s)
- assist as needed with meeting scheduling, distributing materials, and other clerical support tasks

CONSENSUS AGREEMENT PROCESS AND DOCUMENTATION

"Achieving meaningful consensus is essential to great governance and leads to the formation of decisions that advance the college community in the direction of preferred future outcomes." (ARC Governance Framework, p. 19)

Clear agreements and public indications of understanding and support are critical to maintain forward progress for the work of the group. On occasion, and after extensive dialogue, members will be asked to indicate their agreement to pursue a specific direction or to conclude discussion of a specific topic or action. This agreement will seek to be based on "consensus" which is a general state of agreement rather than a "majority opinion".

Consensus-based decision-making processes attempt to resolve each member's concerns before asking for agreement and closing discussion regarding a recommendation. The consensus-taking process will proceed according to the following steps:

1. Any member, chair/co-chair, or lead/co-lead may ask for an indication of agreement.
2. Members will indicate their degree of support for the selected recommendation as follows:
   a. agreement with the recommendation,
   b. support for the good of the whole without necessarily completely embracing the recommendation,
   c. disagreement with the recommendation.

A simple method for indicating degrees of support can be used such as "Thumb's Up" to signify agreement, "Thumb's to the Side" to indicate support for the good of the whole, and "Thumb's Down" to indicate disagreement.

👍	Agree/support
✊	Agree/support for the good of the council or project, but have some reservations
👎	Disagree/do not support

3. If there is no opposition indicated, the agreement will be recorded within the meeting notes and discussion will conclude.
4. The chair/co-chair or lead/co-lead are responsible for determining if/when consensus has been reached. In circumstances where opposition is indicated, they may decide to continue discussion, table the item temporarily, or move forward.
5. To sustain the forward progress of the work of the group it may be necessary to record participant agreement related to a specific item without full member consensus. If certain participants have persistent concerns that prevent them from agreeing to the item, then a majority opinion is recorded, and the minority opinion is also captured in the meeting notes. A minority opinion is defined as any level of dissent by less than 50% of those present who are listed on the official roster of the council or project. However, the level of detail at which the majority and minority opinions are recorded is left to the discretion of the chair/co-chair or lead/co-lead. It may be appropriate in certain situations to simply record that an item was not unanimously supported, but was moved forward by the majority despite concerns previously recorded in the notes.

AUTHORIZATION TO SEEK ADDITIONAL EXPERTISE/PERSPECTIVES

"Governance groups may consult with individual faculty, classified staff, and/or management to acquire specific information, resources, or other means of support needed to address action items, solve problems, or get technical assistance that supports the group's chartered deliverables." (ARC Governance Framework, p. 17)

Any council or project team may seek additional expertise and/or invite guest perspectives to a meeting when considered beneficial to inform decision-making. Invited guests may participate by speaking at the meeting as authorized by the chair/co-chair or lead/co-lead. The names of invited guests will be published in the appropriate section of the meeting agenda. Information offered by those contacted should be considered and appropriately limited by any boundaries previously specified within the council or project charter.

COMMUNICATION AND DISTRIBUTION OF MATERIALS

Each council and project team will strive to provide timely and accessible communication and documentation of its activity and outputs that reflect key discussion points and action items. Collaboration and communication will be enabled through the use of the following systems provided and supported by the college:

System	Audience	Documents/Information
Basecamp	Individual councils or project teams – intended to facilitate collaboration <u>within</u> a governance entity	- Meeting packets - Relevant resources and research - Communication via message boards - Project work plans, task lists, and drafts of deliverables
Institutional Governance Online Repository (IGOR)	- All governance tiers (councils, projects, Senates, management groups) - Campus community	- Project charters - Meeting agendas - Meeting notes - Council/project team rosters - Project status updates - Completed deliverables and archived project information
ARC Web Site	- Campus community - Public	- General governance information - ARC Governance Framework - List of current projects and accomplishments of past projects - Forward Motion governance highlights - Links to additional information residing in IGOR (e.g., project charters)

APPENDIX: GREAT GOVERNANCE

American River College (ARC)
ARC Participatory Governance And Integrated Strategic Planning Framework
Adopted Fall 2017

Functional Governance – Achieving Valued Results

The vigilant practice of "Good Governance" achieves important value for ARC by promoting college community engagement through transparent and accountable decision making. This approach also encourages confidence among governance leaders and appointed representatives that their participation will yield useful outcomes for the college community.

Good Governance can become "Great Governance" when a consistent participatory process produces highly valued results carefully aligned with ARC strategic goals while also enabling continuous learning and leadership development. 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.

At ARC the functional requirements for **Great Governance** are:

- Executive Leadership modeling of consensus decision making and transparency
- Action Charters at the council and project team tiers effectively aligned with ARC Strategic Plan goals, strategies, and initiatives
- A standardized Participation Charter that frames and encourages operational consistency within and between governance tiers
- Integrated project management within and between governance tiers to strengthen stewardship of initiatives
- A participatory process which invites and strengthens leadership development within a participatory governance culture
- Councils and project teams are led by Chairs and Co-Chairs who are trained in effective meeting facilitation for the purpose of achieving charter milestones and deliverables while maximizing participation by members
- Administrator chair assignments offer a consistent connection from the from the ELT to councils
- Faculty co-chairs and representatives are appointed by and responsible to the Academic Senate, which is the representative voice of faculty
- Classified staff co-chairs and representatives are appointed by and responsible to the Classified Senate, which is the representative voice of classified staff
- Project team chairs and/or co-chairs are accountable to the sponsoring council and the ELT
- Meetings operate with well-designed agendas, action-focused meeting records, and communications accessible to the college community
- Governance meetings are scheduled to maximize active participation by members
- Attendance and active participation in Governance meetings are expected of and limited to appointed members and invited guests

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Note: In practice, ARC refers to council leadership as chair/co-chair and project leadership as lead/co-lead. Any reference to chair/co-chair in the ARC Governance Framework also applies to lead/co-lead.

PROJECTS AND PROJECT TEAMS

The project team tier of the governance structure serves to actively work on assigned deliverables intended to achieve strategic outcomes. Projects are typically sponsored by one of the councils and are chartered by the Executive Leadership Team.

Although the work assigned to each project team is specified in the project charter, all projects follow the same general trajectory.

PROJECT TRAJECTORY

PROJECTS AND PROJECT TEAMS

Projects are initiated through a formal process in which the ARC President reviews requests in consultation with the Executive Leadership Team (ELT).

PROJECT INITIATION FLOWCHART

[1] A form is completed by the College President which designates the Project Steward (aka project manager), Project Lead(s), and the expected composition of the team. This information is completed based on previous consultation with ELT. Positions may be designated for potential inclusion based on role and responsibilities. The President indicates the number of representative appointments needed and individual appointments are determined according to the processes established by each constituent groups' representative body.

[2] The Project Steward manages the project on behalf of the council, handles most prep work, and regularly reports to the council on the progress of the project (written or in-person). This role may be assigned to one of the project leads or a separate individual. The Project Steward's first task is to draft the project charter (see next footnote).

[3] This meeting is designed to provide background information to the Project Steward and guide development of the project charter. The College President and/or Project Lead(s) may be included when beneficial.

Flowchart contents:

- Potential project is identified by initiator(s)
- Council Chair(s) complete project initiation form
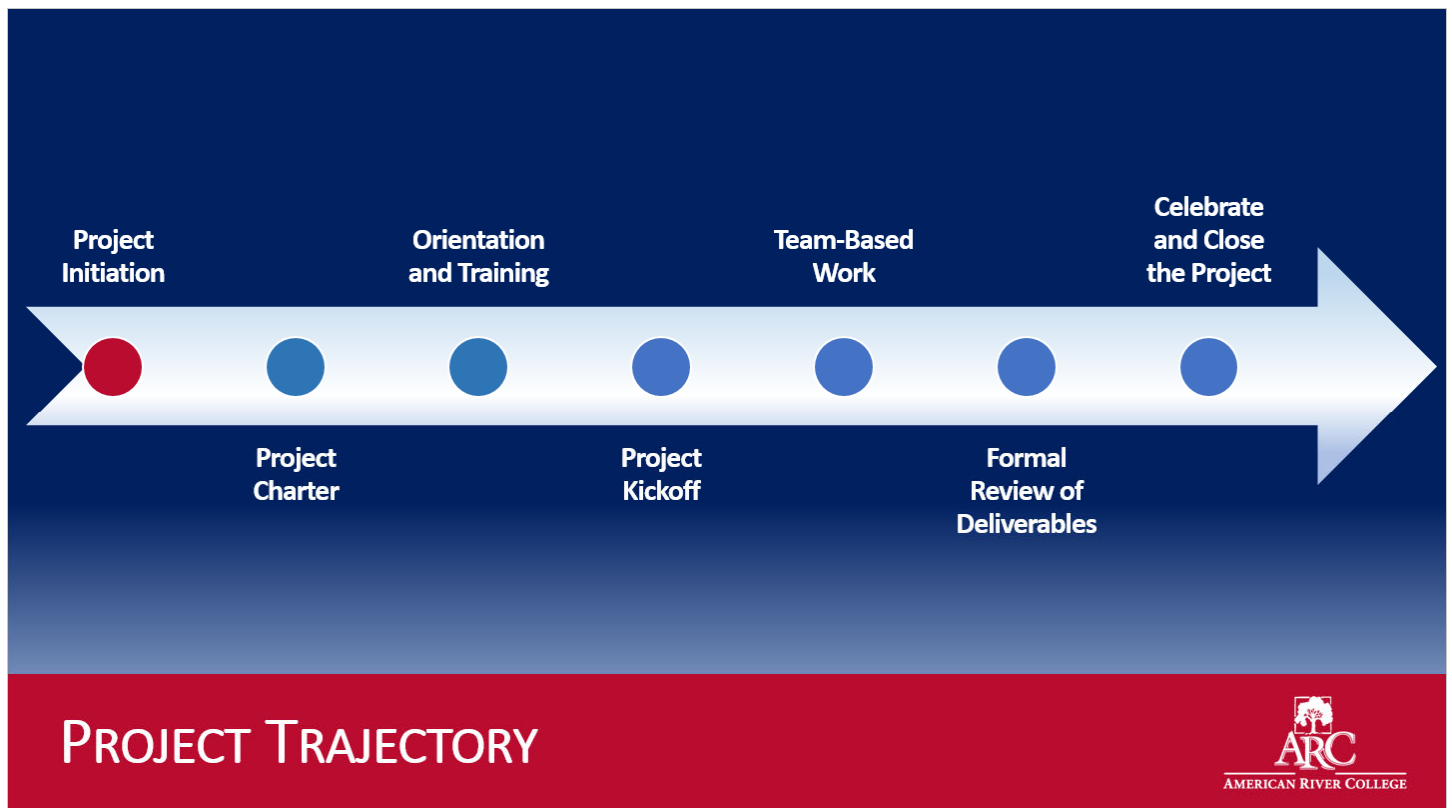- President reviews request in consultation with ELT
- Project authorized?
  - No → Council Chair(s) are notified and report outcome to Council
  - Yes → President specifies team composition in consultation with ELT[1]
- Council Chair(s) and Project Steward[2] are notified
- Council Chair(s) report outcome to Council
- Council Chair(s) meet with Project Steward[3]
- Charter is drafted by Project Steward[2]
- Council Chair(s) review the draft charter and refine as needed
- Charter approved by ELT at earliest possible meeting; may be non-sequential due to summer hiatus
- Project transitions to preparation stage

Current version as of May 2018

PROJECTS AND PROJECT TEAMS

Project teams are temporary in nature and often exist for a single academic year. The typical lifecycle of a project team is described below.

Lifecycle of a Project Team

The process diagram below depicts the expected project phases. Phases identified in red indicate the peak activity for the project team leads and members.

- Team-based work is defined by the direction and boundaries of the project charter
- Process may include a loop if the deliverables are not accepted by the sponsoring council

INITIATE	➡	PREPARE	➡	TEAM-BASED WORK	➡	FORMAL REVIEW	➡	CLOSURE

Sample Timing of the Lifecycle

Projects are likely to be chartered for an upcoming academic year. In this scenario, the timeline for a project would be:

Current Academic Year						Upcoming Academic Year									
Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identify projects	Review and authorize projects; draft charter		Project setup and preliminary research occurs			Project team works towards the deliverables; review may occur with stakeholders to allow refinement of draft versions						Deliverables are submitted for review and approval; council(s) review and decide		Project completion is celebrated and archived	
INITIATE			PREPARE			PROJECT TEAM WORK						FORMAL REVIEW		CLOSURE	

PROJECT INITIATION REQUEST   TOPIC:

Project teams may be used when a work group is needed to develop plans, design conceptual models, or execute previously developed items. Prior to requesting a new team, the council should consider whether the potential project has all of the following characteristics:

- Is strategic in nature and falls within the scope of the charge of the sponsoring entity
- Has broad implications for the college and needs to be considered from multiple perspectives
- Is not easily contained within the responsibilities of a single department or job function
- Requires significant effort that is expected to extend a minimum of one semester
- Results in one or more specific, tangible deliverables
- Has potential to solve an existing problem, enhance the student experience, or improve institutional effectiveness
- Is considered as a priority for consideration based on the council's professional judgement

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SPONSORED BY:

PROPOSED DURATION:
☐**NEW - NEXT ACADEMIC YEAR ONLY (**one-year charter)
☐**RENEWAL –** Extend existing project team for another academic year
☐**EXPEDITED/OTHER** – Please specify the intended length of time:

REQUESTED BY/THROUGH (INITIATOR):
Identify the person(s), group(s), or dialogue that led to this request.

RATIONALE (BUSINESS CASE):

1.   Why is a project team needed?
Briefly describe the intended goals, opportunities, potential benefits, or expected deliverables that could be accomplished through the work of a project team. Make the case for why time and effort (institutional resources) should be committed to this project.

2.   Why is this the right time?
Briefly describe the conditions which prompted this request and any associated mandates (legal requirements), deadlines, or timing considerations. If this work is a prerequisite for other work, please note what items are dependent upon finishing this project.

3.   Are there any specific concerns?
If the project is intended to solve a problem, briefly describe any concerns, risks, or challenges not already described above.

Response from the College President

☐ **Project team authorized by the President**

☐ **Not authorized – see feedback below**

Team Composition (to be completed by College President)

Project Team Leads*:   Lead

      Co-Lead Constituency

(Constituency group asked to appoint co-lead and notes on desired qualifications/perspective)

Project Steward*:

The project steward role applies project management skills and techniques to enable effective project operation and closure. It may be assigned to one of the leads or be a separate individual. Designation of this role could require a constituency-based appointment.

External Consultant (non-ARC expertise):

Team Members – *small group of <u>who can commit to all meetings and project activities</u>; actual size of teams will vary by project; a rough estimate of a small team size is 4-8 people in addition to the project leads*

    Recommended positions or roles to include based on knowledge and responsibilities:

Anticipated number of appointments including co-lead, project steward, and team members:

    _____ Students   _____ Classified Staff   _____ Faculty   _____ Management

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*For further information, please see the defined task list in the document titled What is the Difference Between the Lead and Steward Roles?

Project Task Checklist

The roles of project lead/co-lead, steward, and note taker are identified with specific tasks, but some tasks may need to be delegated based on project needs. The consolidated list below is provided as a delegation tool for projects that have atypical organizational structures or special circumstances.

TASK	TYPICAL ROLE	DELEGATED TO
1. Prepare for Meetings: a. Design and provide meeting agendas and supporting materials in advance using the agenda template b. Create agendas that support the charter of the group with an approach designed with a clear beginning, middle, and end that utilizes participation of the members c. Prepare meeting facilities, materials, and equipment in advance for active participation by members	Lead and/or co-lead	
2. Leading Meetings: a. Facilitate group understanding of the global participation charter and the action charter for the project b. Seek participation to ensure all members have a voice on issues and decisions c. Provide guidelines and constraints to help keep the meeting focused and on track towards achieving its goals and desired outcomes d. Use questions to create an environment of continuous improvement e. Engage differences of opinion, perspective, and viewpoint f. Verbally and/or visually communicate group reflections and agreements g. Guide the group to achieve meaningful consensus on issues addressed h. Facilitate the recording of key discussion points, agreements, action items, and relevant context in meeting records/notes using the notes template i. Facilitate achievement of the outcomes established in the project's action charter	Lead and/or co-lead	
3. Following up on Meetings: a. Provide continuity between meetings to ensure the group learns and evolves together b. Distribute meeting records in a timely manner c. Complete actions as requested by group	Lead and/or co-lead	
4. Communicate the project to various stakeholders, and when appropriate, solicits feedback on draft deliverables	Lead and/or co-lead	
5. Submit the final deliverables to the sponsoring council which would make a recommendation to the Executive Leadership Team (ELT)	Lead and/or co-lead	
6. Draft the project's action charter in consultation with the sponsoring council's chairs; non-steward project leads and/or the college president may also participate in the initial meeting which guides the direction of the charter	Steward (lead, co-lead, or other person)	
7. Estimate the amount of work involved with the project	Steward (lead, co-lead, or other person)	
8. Develop a preliminary work plan based on the charter that organizes, sequences, and schedules the work that needs to be completed by the project team within the chartered time period	Steward (lead, co-lead, or other person)	

Project Task Checklist

TASK	TYPICAL ROLE	DELEGATED TO
9. Collaborate with any non-steward project leads (when available) to revise and refine the work plan prior to the start of the project team meetings	Steward (lead, co-lead, or other person)	
10. Conduct preliminary research to gather information on promising practices, product options, or other relevant materials which might serve as resources at the beginning of the project	Steward (lead, co-lead, or other person)	
11. Pre-load Basecamp or other similar technology with the work plan and other resources identified during project preparation	Steward (lead, co-lead, or other person)	
12. Track progress of the project against the work plan	Steward (lead, co-lead, or other person)	
13. Assess risk and provide status reports on project progression to the sponsoring council (i.e, basic project management reporting, not detailed reporting of the team's activity)	Steward (lead, co-lead, or other person)	
14. Maintain and adjust the work plan file as needed in coordination with any non-steward project leads while acting as a gatekeeper for change control	Steward (lead, co-lead, or other person)	
15. Assist the project leads as needed with other project management tasks specific to the type of project (e.g., organizing the mechanics of a "go live" simulation)	Steward (lead, co-lead, or other person)	
16. Attend project meetings as a resource; intent is that the project steward would be an objective resource unless also serving as a project lead	Steward (lead, co-lead, or other person)	
17. Archive project documentation at the conclusion of the project and close out the project in Basecamp	Steward (lead, co-lead, or other person)	
18. Any related project management work tasked by the sponsoring council (e.g., explaining archived project documentation to a future project lead/steward who will be involved with implementing a proposed model)	Steward (lead, co-lead, or other person)	
19. May assist the council co-chairs in conducting an evaluation at the conclusion of the project	Steward (lead, co-lead, or other person)	
20. Serves as the primary note taker for all scheduled meetings using the ARC document repository as the note archive	Note Taker	
21. Reserves conference rooms and other facilities as needed; makes arrangements as needed for room layout, media, supplies, and other details	Note Taker	
22. Schedules meetings and participants (including invited guests) via Outlook; updates schedule when necessary to keep participants informed of meeting times and locations	Note Taker	
23. Assists with compiling agenda packets; distributes information to members in preparation for and during meetings	Note Taker	
24. Assists with coordination of events such as kickoffs, summits, or study sessions	Note Taker	
25. Other reasonably related clerical support	Note Taker	

The role of project team members would not be delegated, but for reference it is defined in the ARC Governance Framework:

The Role of the Member

Participatory governance works best when all participants approach their role with a mindset of understanding the group's purpose and objectives, contributing ideas, listening for understanding, and adherence to group norms. This requires a disciplined and intentional approach to governance participation that goes beyond simply occupying "seats" or representing constituency "positions" on issues addressed by each group.

Active participation by all group members enables the college community to strive for governance outcomes that are inclusive, encompass broad constituency perspectives, and expand the leadership capacity of ARC. Participants should be consensus-seeking rather than position taking which is only possible when the dialogue process is transparent and enables all members to both listen and understand one another clearly.

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.

Adopted by ELT consensus - 2/4/19

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

ARC Governance Framework: http://www.arc.losrios.edu/About_ARC/ARC_Governance/Governance_Framework.htm

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.

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?
ASB Appointment	Associated Student Body (ASB) appoints two students to serve on the project team and attend all meetings. **This option is considered the standard method of representation.**	Yes
Student Resource Panel	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
ASB Direct Involvement	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
Student Survey or Focus Group	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.
Student Forum or Gallery Walk	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.

Adopted by ELT consensus - 2/4/19

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.

Adopted by ELT consensus - 2/4/19

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
Faculty	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.
Management	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.
Staff	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.
Students	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.
n/a	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.

GOVERNANCE: ROSTER MANAGEMENT

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:
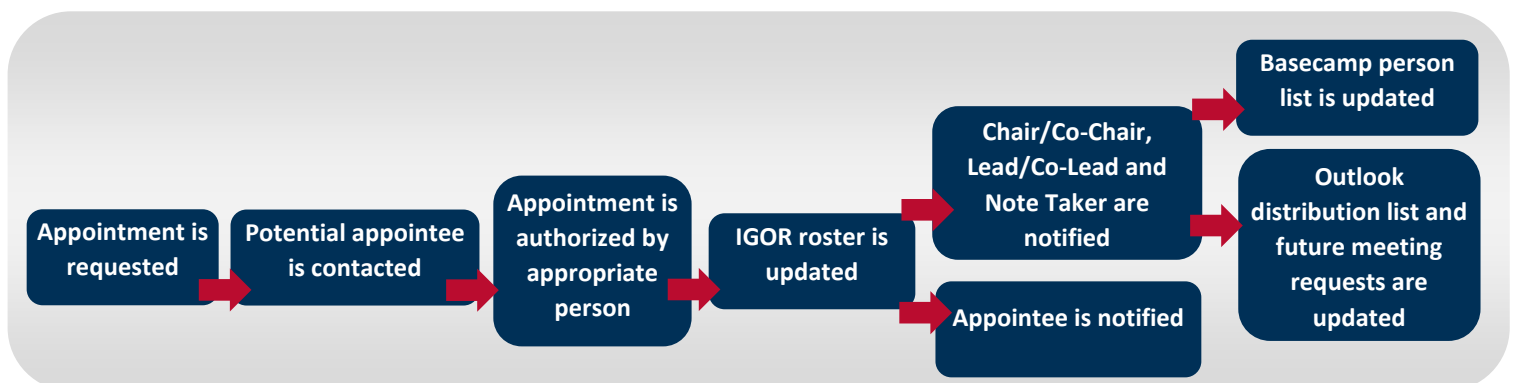
- monitor ELT activity to determine need for new or revised membership based on project initiation forms and/or charters
- request initial and replacement appointments from the appropriate person based on the chart above
- work with the College President and constituency groups to collect names and ID 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:

Appointment is requested → Potential appointee is contacted → Appointment is authorized by appropriate person → IGOR roster is updated → Chair/Co-Chair, Lead/Co-Lead and Note Taker are notified → Basecamp person list is updated; Outlook distribution list and future meeting requests are updated

IGOR roster is updated → Appointee is notified → Outlook distribution list and future meeting requests are updated

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: RESOURCE PANEL

Councils and project teams are empowered to seek assistance from individuals or groups outside their own chartered composition when specific information is needed to enlighten discussion and decision-making. When the desired information does not reside with one individual, the council or project team may invite a small group to participate as a _short-term, temporary_ resource panel.

Purpose:	To gather, interpret, and/or supply focused information at the request of a council or project team to supplement the knowledge of the members
Process:	At the discretion of the council's chair/co-chair or the project's lead/co-lead, an appropriate number of individuals may be invited to participate in a resource panel. The scope of information to be requested should be determined and documented prior to issuing the invitation.
Selection Criteria:	Individuals should be invited to serve on resource panels only if the information needed is closely related to the individual's job function and/or area of expertise within Los Rios CCD. Individuals may also be asked to participate to provide historical knowledge based on a previous job function. The number of individuals involved is at the discretion of the council or project leadership, but should not exceed the definition of a small group.
Constituency Group Involvement:	Resource panels are ad hoc in nature and do not require constituency group appointment of representatives. These panels are merely an extension of the authority to consult with individuals to "acquire specific information, resources, or other means of support" per the ARC Governance Framework.
Length of Engagement:	As short as possible to supply the necessary information; typically does not exceed a semester and may often only be the duration between two meetings (e.g., invited group is asked to provide the requested information at the next meeting)
Documentation:	To ensure transparency, participants on a resource panel should be acknowledged as invited guests on an agenda; presenters in the notes; and/or through some other type of documentation stored in IGOR.
Coordination:	Project leads/co-leads may, but are not required to, seek assistance from their sponsoring council in identifying appropriate participants for a resource panel.

Councils or project teams may also seek support from college departments or programs through established processes when appropriate (e.g., submitting a research request to the Institutional Research Office). This interaction would not constitute a resource panel.

> "Any of the groups within any of the governance tiers may require support from specific college employees based on their roles within the college, subject matter expertise, technical expertise, or useful perspectives necessary to inform decision-making. Governance groups may consult with individual faculty, classified staff, and/or management to acquire specific information, resources, or other means of support needed to address action items, solve problems, or get technical assistance that supports the group's chartered deliverables. These individuals would not be considered members of the group and would provide a specific service for a limited time. They may be invited to participate as invited guests at select meetings about specific agenda items relevant to their role, expertise, or perspective. They would not operate as an additional or separate tier of the governance system."
>
> **ARC Governance Framework, p. 17**

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

Adopted by ELT consensus - 2/4/19

Role of the Note Taker (clerical assistance)

Guided by the direction of the council chairs or project leads, the note taker provides support to the council or project team through the following activities:

- Serves as the primary note taker for all scheduled meetings using IGOR, the Institutional Governance Online Repository, as the notes archive
- Reserves conference rooms and other facilities as needed; makes arrangements as needed for room layout, media, supplies, and other details
- Schedules meetings and participants (including invited guests) via Outlook; updates schedule when necessary to keep participants informed of meeting times and locations
- Assists with compiling agenda packets; distributes information to members in preparation for and during meetings
- Assists with coordination of events such as kickoffs, summits, or study sessions
- Other reasonably related clerical support

Purpose of Notes
Notes are intended to serve as a brief summary, rather than a full transcript of the meeting. The potential audience includes the college community, members who were unable to attend, and accreditation visiting teams.

Per the ARC Governance Framework, the record for meetings is expected to include **"key discussion points, agreements, action items, and relevant context".** Additionally, there may be a need to make note of future agenda items and/or follow-up activities that need to occur before the next meeting.

Note Type	Description	Example (Fictitious)
Key Discussion Point	Key points summarizes main themes or elements that informed the group's work and may ultimately lead to a consensus decision	The proposed technology is available at a reasonable cost, has all the necessary features, and can be implemented within 6 months.
Action Items/ Agreements	Action items result in a decision made by consensus of the group	Action Item: Which, if any, of the technologies under review should be recommended to the council? Agreement: The project team recommends adoption of ABC technology for implementation during the 2018-19 academic year.
Relevant context	Relevant context provides only the basic background information necessary to make sense of discussion points or agreements.	A new partnership with company XYZ requires a technology solution to enable contracted services. The solution must be launched no later than Fall 2019 to meet the terms of the partnership agreement.
Follow-up activities	Follow-up includes the following: - items to be sent to the group after the meeting - issues or ideas to be temporarily held for future discussion (parking lot)	The chairs will forward the recommendation of the project team to the council with the related rationale.
Future agenda items	Items that need to be placed on the next agenda	Discussion of non-technology aspects of the XYZ partnership agreement