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
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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*

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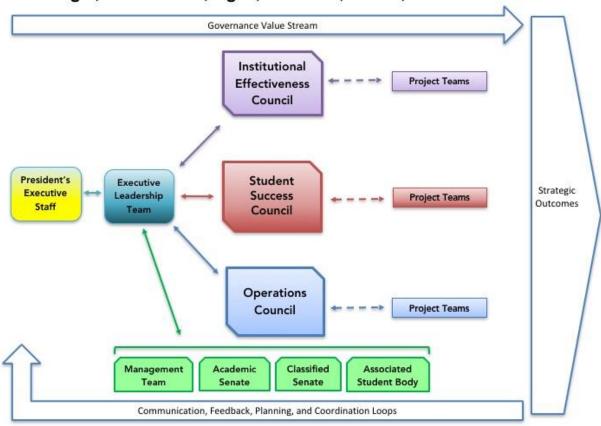
The Academic Senate is the organization whose primary responsibility as the representative of the faculty is to make recommendations with respect to academic and professional matters.

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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

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 ○ 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) ○ 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:
	    o appropriately prepare for meetings based on the meeting agenda.
	    o arrive promptly and stay for the duration of entire meetings.
	    o 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.

	o welcome all ideas, interests and objectives that are within the scope of the charter. o actively listen to engage in respectful and constructive dialogue. o work with a spirit of cooperation and compromise leading to authentic collaboration. o move forward once a consensus-based decision has been made. o continue to progress with the members who are present at each meeting. o 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?

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

Meeting Agenda Template (Example)

<table>
<tr><td colspan="2" align="center">*[Name of Council/Team]*
Meeting Agenda</td></tr>
<tr><td>**Date:**
Time:</td><td>**Location:** [Room #]
Call-In Number: [if available]
Call-In Code: [if needed]</td></tr>
<tr><td colspan="2">**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.*</td></tr>
<tr><td colspan="2">**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*</td></tr>
<tr><td colspan="2">**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.*</td></tr>
<tr><td colspan="2">**Objective:** *Each meeting and agenda should have a clear purpose and priority related to the council or team's charter.*</td></tr>
<tr><td colspan="2">**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*</td></tr>
<tr><td colspan="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.*</td></tr>
<tr><td>*Topic/Question*</td><td>*Responsible Party and Time Allotted*</td></tr>
<tr><td>• *Status report for recommendation #1*</td><td>*Name (xx minutes)*</td></tr>
<tr><td colspan="2">**Decision/Action Items:** *Any items that have been discussed and which now require a decision to be made based on the consensus model.*</td></tr>
<tr><td>*Question*</td><td>*Responsible Party and Time Allotted*</td></tr>
<tr><td>• *Shall we support / recommend proposal X?*</td><td>*Name (xx minutes)*</td></tr>
<tr><td colspan="2">**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.*</td></tr>
<tr><td>*Topic/Question*</td><td>*Responsible Party and Time Allotted*</td></tr>
<tr><td>• *Continue of topic YYYY*
• *New report on XXXX*</td><td>*Name (xx minutes)*
Name (xx minutes)</td></tr>
</table>

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