

Foothill College Governance Handbook

Revised September 2019



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Introduction

A successful organization strives to engage all employees in achieving its mission. At Foothill College this means bringing together experts with diverse ideas and perspectives to help students achieve their goals. While ultimately the President is responsible to the Chancellor, the Board of Trustees and the taxpayers for decision-making, the President has the opportunity to take counsel from a range of experts to inform those decisions. This process of sharing perspectives and input is called participatory governance. The process informs decision-making and results in engagement important for achieving the college mission. Governance empowers individuals from across the organization to share their voice about important topics facing the college. Given the importance of participatory governance, it is critical that we continually examine our processes and make changes that will improve its effectiveness.

The Case for Change

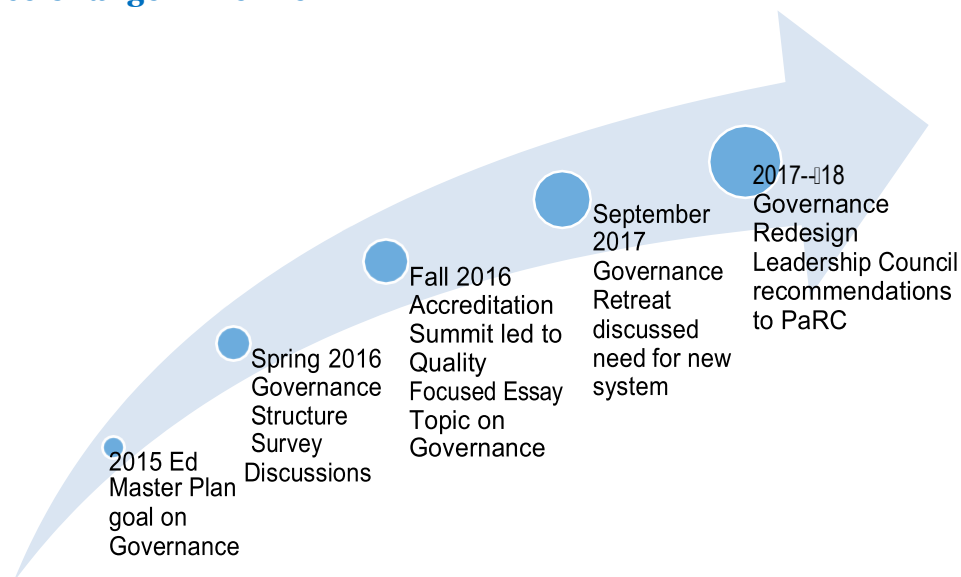
The former governance structure dates back to 2009-10. There were four mission-based workgroups with tri-chairs that served as representatives on the Planning and Resource Council (PaRC). The structure also included a Program Review Committee and an Operations and Planning Committee. Over the years, additional groups were created, such as the technology taskforce, the professional development committee, and the assessment taskforce.

The Governance Handbook was last updated in December 2012. The Handbook did not fully articulate PaRC members' responsibilities regarding representation and communication. The connection between committees that had been created since 2012 and their representation on PaRC was not always explicit. Over the years, the annual governance survey often identified the need for improved communication of governance work. In addition:

- The Educational Master Plan discussion in spring 2015 identified Governance as a strategic priority, culminating with the goal to “expand participation from all constituencies in shared governance” adopted in fall 2015.
- A series of planning / governance structure meetings were held in spring 2016 to discuss the results of a governance structure survey.
- The Accreditation Leadership Summit in fall 2016 identified governance as a possible Quality Focused Essay topic, which was later adopted as part of the self-evaluation in May 2017.
- A Governance Retreat in September 2017 discussed the need for a new governance system that fostered engagement around strategic objectives rather than operational issues.
- In 2017-18 the Governance Leadership Council began by assessing the strengths and weaknesses of the current model and the need for change.

The review of governance is included in the timeline below.

Governance Change Timeline



Proposed Governance Council Indicators of Success

The following factors have been expressed as indicators of a successful governance system:

- ü All members have the opportunity to participate in council discussion.
- ü Council input is used to help shape the direction of college plans.
- ü A variety of opinions on council agenda topics were welcome.
- ü The council fosters an environment where discussion topics could be viewed from different perspectives.
- ü All council members have an opportunity to influence the deliberative process of making a recommendation to the President.
- ü Sufficient information / documents are shared with council members so as to provide background on discussion topics.

The indicators of success have been arrayed in a rubric included below.

Proposed Characteristics of Governance Council Meeting Engagement

Domain	Needs Improvement	Developing	Engaged (to Empowered)
Group Participation	<ul style="list-style-type: none"> • Members heard presentations 	<ul style="list-style-type: none"> • Some members participated in discussions during presentations 	<ul style="list-style-type: none"> • All members participated in discussions during presentations
Group Learning	<ul style="list-style-type: none"> • Council members did not learn anything new about issues being discussed 	<ul style="list-style-type: none"> • Minimum learning from council members about issues being discussed 	<ul style="list-style-type: none"> • Council members consistently learned something new about issues being discussed
Shaping direction / Impact on plans	<ul style="list-style-type: none"> • Plans and proposals presented were already fully formulated 	<ul style="list-style-type: none"> • Member input occasionally used to help shape the direction of plans and proposals 	<ul style="list-style-type: none"> • Member input consistently used to help shape the direction of plans and proposals
Influencing Process	<ul style="list-style-type: none"> • Council members did not have an opportunity to influence the deliberative process of crafting a recommendation to the President 	<ul style="list-style-type: none"> • Council members occasionally had an opportunity to influence the deliberative process of crafting a recommendation to the President 	<ul style="list-style-type: none"> • All council members had an opportunity to influence the deliberative process of crafting a recommendation to the President

The proposed indicators of success and characteristics of governance council meeting engagement should be re-evaluated each year.

Principles and Role of Governance

Governance involves the opportunity for campus constituent groups to engage in discussions over the future direction of the college. The Accreditation Commission for Community and Junior Colleges (ACCJC) requires in Standard IV.A.5 that the “institution ensures the appropriate consideration of relevant perspectives”:

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

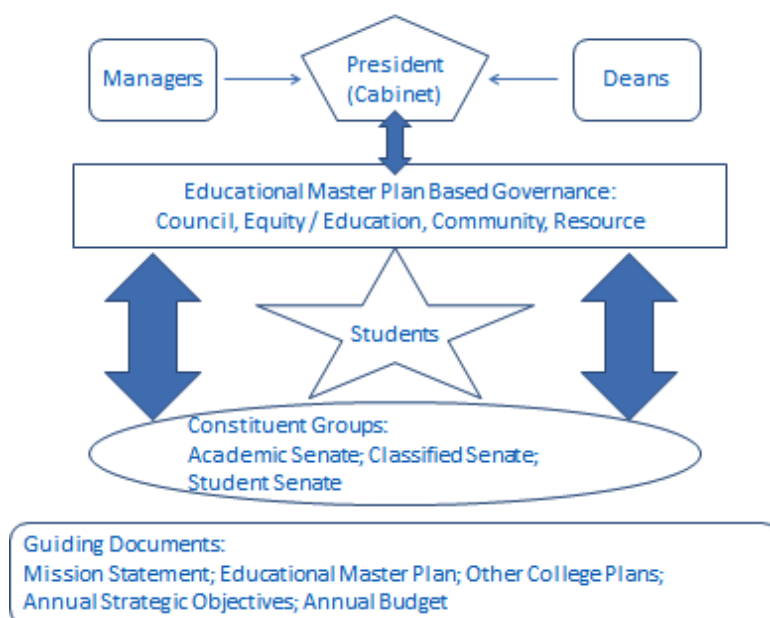
In addition, education code also requires that various “opinions are given every reasonable consideration” in decision-making:

Education Code-70902

Establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Governance is an important part of the decision-making process at Foothill College and involves administration and the constituent groups:

Foothill College Strategic Decision-Making Model



The principles Governance adopted by the Governance Redesign Leadership Council include:

- a. Governance should allow participants to feel engaged and empowered.
- b. Governance should be fun – allowing us to brainstorm ideas together.

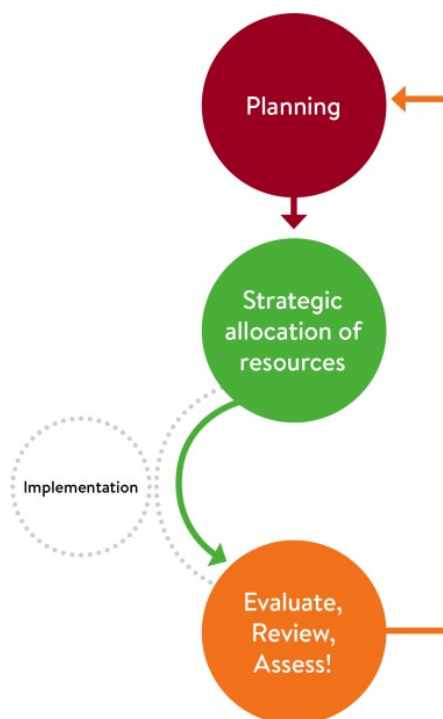
The Governance Council proposed that the focus of the governance councils will be on the assessment of progress on the Educational Master Plan and related college plans:

- Planning
- Strategic allocation of resources
[Implementation]
- Evaluate / review / assess institutional effectiveness (I.E.)
- Re-plan – identify changes to the plan

The cycle of planning is depicted in the image below – the Role of Governance.

Governance may also involve the opportunity to share information and get feedback on issues facing the college.

Role of Governance



Governance involves discussions that are about setting college goals and plans. Governance involves making suggestions and recommendations, with the President responsible for final decision-making.

Critical Recommendation Items for Governance Councils

The governance councils will each have responsibility for the following planning functions:

- Assess progress and changes to institutional plans
- Assess progress on Educational Master Plan goal activities
- Program review, creation, discontinuance
- Strategic objectives
- Resource prioritization
- Evaluate governance processes

The Educational Master Plan Model of Governance

The new governance model will follow the Educational Master Plan goals and will include a council for each goal area (Equity and Education, Community and Communication, Revenue and Resources), as well as a committee for overall college planning (Advisory). Therefore, there will be four independent governance councils. The Academic and Classified Senates will continue to operate, as well as subcommittees of the Academic Senate such as the Curriculum Committee. Operational committees (such as financial aid scholarship readers) will continue to operate.

Foothill College Governance Model

New governance graphic

Operation of Councils

Council operation will include the following:

- 1) Each council will have 12 members – 4 Faculty, 3 Classified Staff, 3 Students, and 2 Administrators. Members will be on only one council.
- 2) Each council will be assigned a recorder.
- 3) Each council will be assigned ex-officio members to support the work of the committee.
- 4) Recommendations from the councils must be transmitted in written memorandum. The President will write back to the council outlining the decisions made.
- 5) Councils will have a trained facilitator assigned by the President who is a Foothill employee but not a member.
- 6) Each of the four councils will meet once each month (please see the 2019/20 Governance schedule).

Communication

It is expected that representatives will report back to their respective constituent groups after each meeting. In addition, agendas and minutes will be available electronically in a timely fashion before and after the meetings. Monthly facilitator meetings will provide another avenue for communication of information between committees. The college will continue to email a monthly newsletter on committee work.

The Role of Part-time Faculty

Part-time faculty members represent a significant percentage of the Foothill community. Their contribution to student success is crucial in attaining the college mission and Educational Master Plan goals. Therefore, part-time faculty members represent a critical voice in college governance and every effort should be made to include members on committees.

Part-time faculty will receive pay for service on the governance councils.

Council Logistics

The information below outlines the details of council logistics and operations.

Councils

The new governance model will follow the Educational Master Plan goals and will include a council for each goal area, presently: Equity and Education, Community and Communications, Revenue and Resources, as well as a council for overall college planning (Advisory). Therefore, there will be 4 independent governance committees. The Academic and Classified Senates will continue to operate, as well as subcommittees of the Academic Senate such as Curriculum. Operational committees (such as financial aid scholarship readers) will continue to operate.

Membership

Councils will have 12 members in total with four members from Faculty, three from Classified Staff, three from Students, and two from Managers. A member can only serve on one council.

Recommendations

Each committee will act independently to set the calendar and agenda. Each council can make recommendations directly to the President. All recommendations will be made in writing following a standard template. It is the tri-chairs responsibility to draft all memos. Facilitators and Records can support the tri-chairs in this role, as required.

Schedule

Council meetings will be scheduled for Friday afternoons. Each Council will meet once each month and extra meetings should be coordinated such that no two council meetings take place at the same time.

Appointments

It will be up to the Senates (Academic, Classified, AFSC) and the President (for administrators) to make decisions on appointments to the councils, including Chairs, terms and term limits. The Senates may want to consider staggering the terms, but it is up to them. In the future, the Senates may also wish to select Chairs from members whom have already served on the council to foster continuity over time.

Facilitators and Recorders

Each council will be assigned a facilitator and a recorder. Facilitators and recorders will be Foothill employees, but not members of the council (they will not vote, they will not be a tri-chair) and will be appointed by the President and assigned to a council for a whole year. Facilitators and recorders collaborate with the chairs in agenda setting.

Facilitators will prepare and distribute the agenda (using a standard template) in sufficient time to meet Brown Act requirements. During the meeting, the facilitator will be responsible for encouraging participation from all council members, calling on members to speak (so as to avoid members talking over each other), keeping the discussion connected to the agenda item, and keeping the discussion within the meeting time. The facilitator will summarize actions prior to voting, and will allow adequate time for additional discussion

necessary prior to having the council vote on an action to be taken. There may be a monthly meeting of facilitators to share information across councils (this will also provide a backup just in case a facilitator can't make a meeting).

Recorders will note topics of discussion, points made, agreement/disagreement on points made, in reasonable detail so that upon review community members could easily understand what was discussed at a meeting. Recorders are responsible for taking and posting / sharing the draft minutes of the meeting within a week of the meeting using a standard template.

Subcommittees / Study Groups

There will be no standing subcommittees. However, the creation of a study group for a council may be deemed necessary to aid in carrying out the council's charge. Councils may appoint members to one or more study groups that will meet for a defined period of time and present their findings and recommendations to the council.

The study group will be chaired by a member of the council. The study group could be made up of some of the members of the council or the council could appoint an entirely different group of members from the Foothill community. Where possible the council will consider its needs during the September Governance Summit and make an announcement at that meeting. This does not preclude the announcement of a new study group mid-year.

Representation

Council members are expected to represent the constituent groups that appointed them. It is expected that the tri-chair will report back to their respective Senates in writing / or verbally after each meeting.

Council Communication

Each council may act to share information or a recommendation to another council if they believe it would be important for another council to consider, given the charge. The council will do so in writing using a standard template.

A governance webpage will include up-to-date information on each council. Representatives will report to their constituent groups after each meeting. A campus-wide email blog (Foothill College Fusion) will publish monthly updates.

Attendance

Attendance in-person is encouraged.

All meetings are open to the Foothill College community and everyone is welcome and encouraged to sit in on and participate in council meetings. All meetings will be broadcast via video conferencing. The meetings will not be recorded.

Chairs

Each council will have a tri-chair appointed by the Faculty, Classified Staff, and President. Given the demands on their time, students will not serve as chair.

Agenda Setting

During the Governance Summit the councils will develop a draft calendar for the year – the Sample Agenda Topics in Supplement 2 are examples. An agenda setting meeting that includes the chairs, facilitators, and recorders will take place before each committee meeting. The agenda will include needed supporting materials. It will be the responsibility of the administrative tri-chair to contact the ex-official members so that materials can be prepared to support the agenda item. The materials will be prepared and presented by ex-officio members or other employees with expertise in that area.

Governance Group Descriptions

Each committee will have responsibility over specific topic areas related to the Educational Master Plan. It is recognized that some topic areas may overlap and new topic areas will emerge -- each council can address the topic and communicate their recommendation to the other councils.

Council Charge: The Charge of the councils is to monitor goals related to the Educational Master Plan, as well as supporting plans, including the strategic allocation of resources to achieve plan goals. The Council has responsibility for overall college planning.

I. Advisory

Council

Topic Areas

Strategic objectives, college-wide planning, college resource allocation, prioritization of new full-time faculty hires (all funds), accreditation, program approval and discontinuance

II. Equity and Education Council

Topic Areas

Instruction, equity, basic skills, program Review, 3SP, workforce, transfer, assessment, online enrollment, dual enrollment

III. Community and Communication Council

Topic Areas

Professional development, community education, service leadership, institutional learning outcomes, alumni, governance, communication

IV. Revenue and Resources Council

Topic Areas

Budget, technology, sustainability, facilities

Governance Council Meeting Schedule

Governance councils (including Study Groups) will meet on Friday afternoons. Please see the 2019/20 schedule in your Governance handbook for all scheduled council meetings.

Councils can decide if they want to meet more than once monthly or when to schedule a makeup meeting. Every effort should be made to ensure that all extra meetings should be scheduled at 11:00 AM on a Friday that does not already have a scheduled 11:00 AM council meeting. If this is not possible, the tri-chairs should contact the three other councils to confirm that they will be holding a 1:00 PM meeting at the same time as a regularly scheduled meeting.

Appendix A - Foothill College Quality Focused Essay

Create a new College participatory governance system that actively involves a majority of College employees and is recognized by learning and dialogue about how to achieve College goals.

Desired Goals/Outcomes

1. Redesign participatory governance system to include integrated planning that is the common denominator for promoting equitable student outcomes. Use the participatory governance meetings held in spring 2016 as a starting point. See minutes:
http://www.foothill.edu/president/parc/parc_archive2015-16.php
2. Develop a more efficient participatory governance system that allows deeper involvement, including:
 - a) Student voice
 - b) Discussion of student learning and achievement information
 - c) Standard meeting times for committees and department discussions
 - d) Scheduling meeting times when classes are not in progress
 - e) An examination of incentives to promote involvement
 - f) Development of service outcomes for the committees and a rubric for ongoing assessment
 - g) Development of a process that integrates College planning and allocation efforts based on Educational Master Plan goals and metrics
2. Develop information to be added to employee orientation (faculty and staff) on the governance structure and how employee groups can participate.
3. Create Online/Hybrid competency-based training modules for governance committee onboarding.
4. Develop an online communication system by creating a “community of practice” around participatory governance committees.
5. Develop a mentoring system for participatory governance in order to share institutional knowledge and effective practices.
6. Review and revise Governance Handbook to articulate each committee’s charge, membership and communication responsibilities.

Appendix B - FHDA Board of Trustees Policies Supporting Governance

BP 3250 Institutional Planning

The Chancellor shall ensure that the District has and implements a broad-based, comprehensive, systematic and integrated system of planning that involves participatory governance representatives and appropriate segments of the college community, is supported by institutional research, and informs the District's resource allocation processes.

The planning system shall incorporate plans required by law or regulation, as well as plans for each major function of the District, including but not limited to:

- Long-range Educational or Academic Master Plan, which shall be updated periodically as deemed necessary by the governing board
- Facilities Plan
- Technology Plan
- Equal Employment Opportunity Plan
- Student Equity Plan
- Student Success and Support Program Plan
- Transfer Center Plan
- EOPS Plan

The Chancellor shall ensure that the District maintains a commitment to the effectiveness of its ongoing planning process by systematically reviewing, evaluating and modifying, as appropriate, all parts of the planning system.

The Chancellor shall ensure that institutional plans contain goals, objectives, and measurable outcomes, are integrated into the annual budget process, and that the results of institutional planning are broadly communicated.

The Chancellor shall submit those plans for which Board approval is required to the Board and shall inform the Board periodically as to the status of the District's planning efforts.

Approved 7/12/04
Amended and renumbered 3/2/15 (formerly BP 3050)

Other Board Policies on Governance

Board Policy 2222: Student Role in Governance

Board Policy 2223: Role of the Academic Senate in Academic and Professional Matters

Board Policy 2224: Role of Classified Staff in Governance

ACCJC Accreditation Standard Related to Governance

Standard IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

ACCJC Standards Related to Participatory Governance

I.B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of the mission.

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Appendix C - Legal Definition of Governance in California Community Colleges

Education Code defines Collegial Consultation as follows:

Education Code-70902

Establish procedures that are consistent with minimum standards established by the board of governors **to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance**, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Appendix D - Educational Master Plan Goals

These goals are approached in a way that exemplifies Foothill College's culture of innovation and problem solving, with emphasis on eliminating disproportionate impact among student groups:

Create a culture of equity that promotes student success, particularly for underserved students.

- § Implement activities to improve achievement of student outcomes among those population groups experiencing disproportionate impact.
- § Reduce barriers and facilitate students' ease of access across the District and region.
- § Enhance support for online quality and growth for instruction and student services.
- § Collaborate with K-12, adult education, and four-year institutions in ways that serve students and society.
- § Partner with business and industry to prepare students for the workforce.

Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.

- § Encourage student participation in leadership and activities outside the classroom (including service/work-based learning) that engages students with the College and the community.
- § Provide effective onboarding, support, and professional development for all college employees.
- § Encourage employee participation in leadership and activities that engages them with the College and the community.
- § Promote consistent and clear communication in order to create a more informed, cohesive and engaged community.
- § Increase lifelong learning opportunities for our community.
- § Promote decision-making that respects the diverse needs of the entire college community.

Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

- § Increase advocacy at the state level, increase grants and private donations to secure stable and sustainable funding, and manage college resources strategically.
- § Expand college practices and initiatives to support environmental stewardship.
- § Employ data-driven decision-making.

Appendix E - Institutional Learning Outcomes

Definition of Foothill Institutional Student Learning Outcomes

(aka the 4-Cs and Discipline Content or the 21st Century Learning Outcomes)

Learning outcomes encompass the whole student experience. Learning outcomes measure student success by course completion, grades, program persistence, degrees and certificates, and transfer rate, as well as by societal, technical, and workforce preparation after leaving Foothill. Foothill recognizes that students will be expected by transfer universities, employers, and society to demonstrate knowledge and skills beyond those of a specific discipline. These skills include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies. Foothill has defined four core competencies (4-Cs) as its Institutional Learning Outcomes:

Communication

Demonstrate analytical reading and writing skills including evaluation, synthesis, and research; deliver focused and coherent presentations; demonstrate active, discerning listening and speaking skills in lectures and discussions.

Computation

Complex problem-solving skills, technology skills, computer proficiency, decision analysis (synthesis and evaluation), apply mathematical concepts and reasoning, and ability to analyze and use numerical data.

Creative, Critical, and Analytical Thinking

Judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, aesthetic awareness, research method, identifying and responding to a variety of learning styles and strategies.

Community/Global Consciousness and Responsibility

Social perceptiveness, including respect, empathy, cultural awareness and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning.

Annual Supplemental Documents

Supplement 1 - Foothill College Governance Frequently Asked Questions (FAQs)

1) Why do we need to redesign the Governance System?

The current structure dates back to 2009-10. Workgroup members serve as representatives on PaRC. There is a perception by some that the role of members on PaRC regarding representation and communication are not clear (does a faculty tri-chair represent faculty or the workgroup?), that there were too many committees, confusion about the charge of each, and overlapping responsibilities. The annual governance survey often identified the need for improved communication of governance work. This was especially true of the 2016 governance survey, after which the college held a series of meetings regarding those results. In addition:

- Challenges with the governance system were identified in discussions for the development of the Educational Master Plan in spring 2015, culminating with the College goal to “expand participation from all constituencies in shared governance” adopted in fall 2015.
- A series of planning / governance structure meetings were held in spring 2016 to discuss the results of a governance structure survey.
- The Accreditation Leadership Summit in fall 2016 identified governance as a possible Quality Focused Essay topic, which was later adopted as part of the self-evaluation in May 2017.
- A Governance Retreat September 2017 discussed the need for a new governance system that fosters engagement around strategic objectives rather than operational issues (such as the design of brochures).
- In 2017-18 the Governance Leadership Council began by assessing the strengths and weaknesses of the current model and the need for change.

2) How were Governance Re-design Leadership Council members chosen?

Each Senate (Academic, Classified, Student) appointed 4 members, with the President appointing 2 managers.

3) What is the Foothill College philosophy on Governance?

The principles adopted by the Governance Redesign Leadership Council include:

- a. Governance should allow participants to feel engaged and empowered.
- b. Governance should be fun – allowing us to brainstorm ideas together.

The focus of the governance committees will be on the assessment of progress on the Educational Master Plan and related college plans:

- Planning
- Strategic allocation of resources
[Implementation]
- Evaluate / review / assess institutional effectiveness (I.E.)
- Re-plan – identify changes to the plan

Governance may also involve the opportunity to share information and get feedback on issues facing the college.

4) How many committees will the new Governance Model include?

The new governance model will follow the Educational Master Plan goals and will include a committee for each goal area (Equity and Education, Community and Communication, Revenue and Resources), as well as a committee for overall college planning (College Advisory Council on Educational Excellence). There will be four independent governance committees. The Academic and Classified Senates will continue to operate, as well as subcommittees of the Academic Senate such as Curriculum. Operational committees (such as financial aid scholarship readers) will continue to operate.

5) How many members will each committee have?

Committees will have 12 members in total with four members from Faculty, three from Classified Staff, three from Students, and two from Managers. A member can only serve on one committee.

6) How will committees make recommendations? Each committee will act independently to set the calendar and agenda. Each committee can make recommendations directly to the President. All recommendations will be made in writing following a standard template.

7) When will committee meetings be scheduled? Committee meetings will be scheduled for Friday afternoons. Equity and Education the first Friday, Community and Communication the second, Revenue and Resources the third, and the College Advisory Council on Educational Excellence the fourth. Committees can decide if

they want to meet more than once monthly or when to schedule a makeup meeting due to a holiday.

- 8) **Who will appoint members to committees and decide on the length of appointments?** It will be up to the Senates (Academic, Classified, AFSC) and the President (for administrators) to make decisions on appointments to the committees, including Chairs, terms, and term limits. The Senates may want to consider staggering the terms, but it is up to them. In the future the Senates may also wish to select Chairs from members whom have already served on the committee to foster continuity over time.
- 9) **What role will facilitators and recorders play and who will appoint them?** Each committee will be assigned a facilitator and a recorder. Facilitators and recorders will be Foothill employees, but not members of the committee (they will not vote, they will not be a tri-chair) and will be appointed by the President and assigned to a committee for a whole year. Facilitators and recorders will sit in on agenda setting meetings.

Facilitators will prepare and distribute the agenda (using a standard template) in sufficient time to meet Brown Act requirements. During the meeting the facilitator will be responsible for encouraging participation from all committee members, calling on members to speak (so as to avoid members talking over each other), keeping the discussion connected to the agenda item, and keeping the discussion within the meeting time. The facilitator will summarize actions prior to voting, and will allow adequate time for additional discussion necessary prior to having the committee vote on an action to be taken. There may be a monthly meeting for facilitators to share information across committees (this will also provide a backup just in case a facilitator can't make a meeting).

Recorders will note topics of discussion, points made, and agreement/disagreement on points made in reasonable detail so that upon review, community members could easily understand what was discussed at a meeting. Recorders are responsible for taking and posting / sharing the draft minutes of the meeting within a week of the meeting using a standard template. Recorders may also act as a backup if a facilitator cannot make a meeting.

10) **Will there be subcommittees?**

There will be no standing subcommittees. However, the creation of a study group for a committee may be deemed necessary to aid in carrying out the committee's charge. Committees may appoint members to one or more study groups that will meet for a

defined period of time and present their findings and recommendations to the committee.

The study group will be chaired by a member of the Educational Master Plan committee. The study group could be made up of some of the members of the committee or the committee could appoint an entirely different group of members from the Foothill community. Where possible, the committee will consider its needs during the September Governance Summit and make an announcement at that meeting. This does not preclude the announcement of a new study group mid-year.

11) How will committees communicate with each other?

Each committee may act to share information or a recommendation to another committee if they believe it would be important for another committee to consider, given the charge. The committee will do so in writing using a standard template.

12) Can anyone attend the meetings?

All meetings are open to the Foothill College community and everyone is welcome and encouraged to sit in on, and participate in committee meetings.

13) What if I can't make it to campus – can I view the meeting online?

All meetings will be broadcast via video conferencing. The meetings will not be recorded.

14) Who do committee members represent?

Committee members are expected to represent the constituent groups that appointed them. It is expected that the tri-chair will report back to their respective Senates in writing / or verbally after each meeting.

15) Are alternatives allowed to replace absence members?

Attendance in-person is encouraged.

16) Who are the committee chairs?

Each committee will have a tri-chair appointed by the Faculty, Classified Staff, and President. Given the demands on their time, students will not serve as chair.

17) How will actions of the committees be communicated?

A governance webpage will include up-to-date information on each committee. Representatives will report to their constituent groups after each meeting. A campus-wide email blog (Foothill College Fusion) will publish monthly updates.

18) What is the Governance Summit?

Each September (before classes) the representatives of all the governance committees will come together for training. Committees will have time to meet separately and plan their calendar for the year. Committees will also have the opportunity to share their calendars and the appointment of Study Groups.

19) When will the changes go into effect?

Once approved by PaRC in spring 2018, the constituent groups will make appointments effective fall 2018. Committees will review the process after the first year and propose revisions to the Governance Handbook for year two.

20) What will happen to Program Review?

The Equity and Education committee will review programs reviews. Identification of programs for discontinuance will be reviewed by the Council which will make a final recommendation to the President.

Supplement 3 - Sample Governance Agenda for Annual Summit

A Governance Summit will take place in September each year. All council members, as well as Senate(s) Leadership will be invited.

Key Agenda Items

- I. Orientation on Governance
- II. Review prior year strategic objectives
- III. Discuss upcoming year strategic objectives
- IV. Councils meet to discuss schedule for the year
- V. Councils report out on schedule and proposed studygroups

Supplement 4 - Governance Council Member “Job Description”

Responsibilities

- Provide input on the strategic direction of the college, including monitoring institutional plans.
- Keep informed of the activities of the college and the wider issues that affect its work.
- Express your opinions and perspectives.
- Share comments/positions taken by the constituency group that appointed you.
- Come to meetings prepared to participate and carry feedback from the constituent group.
- Read the agenda and the materials thoroughly in advance of the meeting.
- Report back to the constituent group the information discussed and actions taken in the council.
- Listen respectfully to all participants during committee meetings and actively engage in meeting topics.

Qualifications

- Understanding of and commitment to Foothill College’s mission and values.
- An openness to hear a variety of opinions and perspectives.

Time Commitment Required

- The term of office for council members is specified in your appointment.
- The role generally requires a commitment of 3-5 hours per month, but may fluctuate depending on reading/discussions necessary to be properly informed to participate in council work.

Facilitator

Each council will be assigned a facilitator. Facilitators will be Foothill employees but not members of the council (they will not vote, they will not be a tri-chair). They will be appointed by the President and assigned to a council for an academic year. Facilitators will sit in on agenda setting meetings.

Responsibilities

Facilitators will prepare and distribute the agenda (using a standard template) in sufficient time to meet Brown Act requirements. During the meeting, the facilitator will be responsible for encouraging participation from all committee members, calling on members to speak (so as to avoid members talking over each other), keeping the discussion connected to the agenda item, and keeping the discussion within the meeting time. The facilitator will summarize actions prior to voting, and will allow adequate time for additional discussion necessary prior to having the committee vote on an action to be taken. Facilitators will use Green, Red, and Yellow cards – calling on those with Yellow and Red cards in particular as a way to facilitate the sharing of dissenting opinions. There may be a monthly meeting of facilitators to share information across councils (this will also provide a backup just in case a facilitator can't make a meeting).

Suggestions for Developing Meeting Agendas

- Have a clear purpose for the meeting and communicate that purpose on the agenda.
- List whom will be the speaker for each agenda item (if other than facilitator).
- Don't include too much into one meeting and consider including time blocks for specific items -this indicates relative importance of items and helps people prioritize.
- Schedule important items early in the meeting to ensure sufficient time for discussion.
- Work with your tri-chairs to plan the meeting in advance, and use the agenda as a checklist to make sure you have the right documents, people, and other resources at the meeting.
- Circulate the agenda at least 72 hours in advance along with any materials and include a description and proposed outcome for each item.

Qualifications

- Understanding of and commitment to Foothill College's mission and values.
- An openness to hear a variety of opinions and perspectives.

Time Commitment Required

- One year appointment.
- The role generally requires a commitment of 3-5 hours per month.

Recorder

Each council will be assigned a recorder. Recorders will be Foothill employees but not members of the council (they will not vote, they will not be a tri-chair). They will be appointed by the President and assigned to a council for an academic year. Recorders will sit in on agenda setting meetings.

Responsibilities

Recorders will note topics of discussion, points made, and agreement/disagreement on points made in reasonable detail so that upon review, community members could easily understand what was discussed at a meeting. Recorders will repeat a decision that was made by the council, as they understood it, so as to accurately reflect actions/decisions in the meeting minutes. Recorders are responsible for taking and posting / sharing the draft minutes of the meeting within a week of the meeting using a standard template.

Items to Include in Meeting Minutes

- A listing of members present, members absent and guests present
- Summaries of reports given
- Points made on agenda topics
- Links to reports shared at the meeting
- Decision or action taken on all action items

Qualifications

- Understanding of and commitment to Foothill College's mission and values.
- An openness to hear a variety of opinions and perspectives.

Time Commitment Required

- One-year appointment.
- The role generally requires a commitment of 3-5 hours per month.

Chair

The Chairs will be appointed by the Senates (Academic and Classified) and the President (for administrators). In the future, the Senates may also wish to select Chairs from members whom have already served on the council to foster continuity over time.

Responsibilities

- Meet to prepare an agenda that will foster engagement
- Report on the status of action items
- Conduct an annual evaluation of the committee
- Be fully informed and inform fully – ensure all members have the information they need to make informed decisions and take part in discussions
- Request materials/presenters in advance for items on the agenda

Qualifications

- Understanding of and commitment to Foothill College's mission and values.
- An openness to hear a variety of opinions and perspectives.

Time Commitment Required

- One-year appointment.
- The role generally requires a commitment of 3-5 hours per month.

Ex-officio

Ex-officio members will be appointed by the President each year.

Responsibilities

- Support council discussions with information and materials.
- Request materials/presenters in advance for items on the agenda.

Qualifications

- Understanding of and commitment to Foothill College's mission and values.
- An openness to hear a variety of opinions and perspectives.

Time Commitment Required

- One-year appointment.
- The role generally requires a commitment of 3-5 hours per month.

Supplement 4 - Governance Templates

The following sample templates are included in the pages below:

- I. Agendas
- II. Meeting Minutes
- III. Recommendations to the President
- IV. Recommendations to another council



FOOTHILL COLLEGE

Governance Council Agenda Date, Time, Location

MEETING AGENDA

Members:

ITEM	TIME	TOPICS	PRESENTER	ACTION
1.				
2.				
3.				
4.				
5.				

Attachment(s):

Foothill College Mission Statement

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

2017-2018 Strategic Objectives (E2SG)

- Equity
- Enrollment
- Service Leadership
- Governance



FOOTHILL COLLEGE

Governance Council Meeting Minutes Date, Time, Location

MEETING MINUTES

Members Present:

ITEM	TOPIC	DISCUSSION	OUTCOME/NEXT STEPS
1.	Review charge/norms		
2.			
3.			
4.			
5.	Evaluate meeting		

Attachment(s):

Governance Council Recommendation to the President
_____ Council

Date:

Proposed Change
{Description}

Background and Rationale
{Description}

Date Recommended by the Council: _____

Governance Council Memorandum

Date:

TO: _____ Council

FROM: _____ Council

SUBJECT:

Proposal

{Description}

Background and Rationale

{Description}

Supplement 6 - Sample Fall Governance Training Outline

- I. Review Foothill College Mission Statement
- II. Review Role of Governance at Foothill College
- III. Discuss Governance Success Indicators - Expectations
- IV. Review Charge of Councils
- V. Discuss Responsibilities of Council Membership
- VI. Discuss Educational Master Plan Goals and Strategic Objectives