

GOVERNANCE

Pre-Work



Activity: Mission / Vision

Goals

1. To enable you to consider and create a Mission and Vision Statement if you do not already have one. Having Mission and Vision statements are helpful for many ITAV activities.

Prerequisites

None

Who Should Participate?

Program leadership (strategic thinkers);
Governance participants

Length

60-90 minutes

Activity Instructions

1. Follow the Mission and Vision creation guides provided at: https://topnonprofits.com/wp-content/uploads/2021/08/USE_Mission_and_Vision_Statement_Worksheets.pdf

Worksheet included in PDF version on ITAV website.

INTRO TO MISSION STATEMENTS

MISSION STATEMENT DEFINITION

A one-sentence statement describing the reason your organization or program exists. (what you do + who/what you do this for)

PRIMARY AUDIENCES & FUNCTIONS OF A MISSION STATEMENT



EXTERNAL

Inform Others of
What You Do

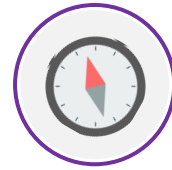
Your mission statement is a great way to summarize what your org is about, providing context for follow up information on programs and services.



STAFF & VOLUNTEERS

Focus & Motivate
Your Team

People want to believe in the work they do. Your mission statement should be easy for staff & volunteers to understand, remember, and own.



LEADERSHIP

Guide Strategic
Planning & Decisions

By definition, you cannot prioritize everything. Your mission statement should serve as your guiding star when considering priorities and new initiatives.

GUIDELINES YOUR MISSION STATEMENT SHOULD FOLLOW



Clear (Easy to Understand)

This is not a time to show off your vocabulary. Use concrete language and keep things simple. Try to keep to an 8th grade reading level, don't exceed 10th grade.



Concise (Short & To-the-Point)

Don't fall prey to buzzwords, adjective strings and fluff. Aim for 5-14 words, 20 max. This is often the hardest part, but anything longer and you undermine its utility.



Useful (Inform. Focus. Guide.)

It doesn't matter how short, clear or cute your phrase is if it fails to inform others about what you do and focus and guide internal team members and decisions.

MISSION BUILDING BLOCKS & FRAMEWORKS

Rather than starting with an unstructured brainstorming session, we find it helps to take a step back and start with the different mission statement building blocks and frameworks.

The Simplest Approach

The most straight forward approach is to pair high-level actions with a targeted beneficiary.

ACTION(S)

TARGETED BENEFICIARIES

The protection of all native animals and plants in their natural communities – Defenders of Wildlife
To serve individuals and families in the poorest communities in the world – CARE
Lift the spirits of America's troops and their families – USO
To inspire and empower people affected by cancer – Livestrong

Examples of Alternate Frameworks

In addition to actions and targeted beneficiaries, some other possible building blocks include services, partners, causes, and problems. In order to keep things clear and concise, we recommend not exceeding more than 4 or 5 building blocks and no more than one word string (e.g. inspire and empower...OR...poverty, hunger, and social injustice).

ACTION(S)

SERVICE(S)

TARGETED BENEFICIARIES

Bringing clean, safe drinking water to people in developing countries – charity: water

ACTION(S)

SERVICE(S)

PROBLEM(S)

To create lasting solutions to poverty, hunger, and social injustice – Oxfam

ACTION(S)

BENEFICIARIES

SERVICE(S)

ACTION(S)

PROBLEM(S)

To connect people through lending to alleviate poverty – Kiva

ACTION(S)

BENEFICIARIES

ACTION(S)

PROBLEM(S)

Celebrating animals and confronting cruelty – The Humane Society

ACTION(S)

TARGETED BENEFICIARIES

CAUSE

Working to achieve lesbian, gay, bisexual and transgender equality – Human Rights Campaign

ACTION(S)

CAUSE

TARGETED BENEFICIARIES

To inspire conservation of the oceans – Monterey Bay Aquarium

ONE-PAGE MISSION STATEMENT WORKSHEET

Guidelines for selecting and completing each building block

- Choose 2-4 building blocks. 5 max.
- 5-14 words total. 20 max.
- 1 word string (A, B, & C). Choose wisely.
- 8th grade reading level. 10th grade max.
- Target < 20 syllables total. 30 max.
- Avoid long or complicated words

* **ACTION(S)** High level action verb(s) to kick things off. "To _____ ..."

List options. Circle your top 1 or 2.

* **TARGETED BENEFICIARIES** The who/what that benefits from your work the most.

Super-Short Version (1-3 words)

Somewhat Short Version (4-8 words)

SERVICE(S) What service(s) do you provide?

PROBLEM(S) What problems does your products or services solve?

CAUSE Is there an overarching cause you support?

PARTNERS Are there any non-standard partners that are critical to your model?

* Indicates strongly recommended. All others optional.

Now on a separate piece of paper or whiteboard, string selected blocks into a draft mission statement. Continue refining and compressing until the result fits within guidelines.

ONE-PAGE VISION STATEMENT WORKSHEET

VISION STATEMENT DEFINITION

A short phrase describing the future you are ultimately working towards (i.e. your final destination or desired end state)

HOW A VISION STATEMENT DIFFERS FROM A MISSION STATEMENT.

Mission statements and vision statements are complementary but unique.

MISSION

- Present tense
- Describes what you do and who/what benefits from this work



VISION

- Future Objective
- Description of a future you are ultimately working towards

Example from **MISSION:** *To create lasting solutions to poverty, hunger, and social injustice.*



OXFAM

VISION: *A just world without poverty.*

GUIDELINES YOUR VISION STATEMENT SHOULD FOLLOW

Clear (Easy to Understand)

- Simple and concrete language
- 8th grade reading level. 10th max
- Avoid buzzwords and jargon

Concise (Sort & To the Point)

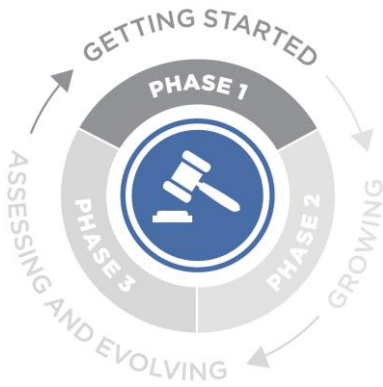
- 5-14 words (20 max)
- Avoid words > 12 letters or 4 syllables
- No more than 1 word string (A, B, and C)

BRAINSTORMING QUESTIONS

What would the world look like if this problem was solved?

If you were completely successful, what would this look like for you and your customers?

(Rare) Do you want to self impose a timeline? (Good for urgency. Awkward if not achieved.)



GOVERNANCE

Pre-Work



Activity: Strategic Planning

Goals

1. To enable you to consider and create some high-level strategic priorities if you do not already have them. They are helpful for many ITAV activities.

Prerequisites

None

Who Should Participate?

Program leadership (strategic thinkers);
Governance participants

Length

Activity Instructions

1. Follow the Strategic Planning instructions provided at: <http://www.aauwnys.org/attached%20files/President/Strategic%20Planning%20Exercise.pdf>



A TRIED AND TRUE, VIRTUALLY PAINLESS STRATEGIC PLANNING PROCESS

GOALS OF THE TRAINING

1. Build a basis of understanding that to produce an effective plan, reflection is as important as doing.
2. Learn some tools to guide the reflective process.
3. Learn an effective strategic planning method by participating in a simulation exercise.

Part One – Systematic Reflections

Review Mission, Vision and Values of Organization

- What are we really about?
- What is this organization really trying to accomplish?
- What principles guide our actions?

Review SWOT

- Strengths – What practices are really working well, organizational competencies, effective processes
- Weaknesses – Knowledge gaps, inefficient procedures, lack of value, synergy
- Opportunities – Untapped resources, positive changes in external environment
- Threats – Environmental changes, threatened resources, unwise practices

Review Prior Strategic Accomplishments

- What did we say we would do, and what did we actually make happen?
- Was it the right thing to do?
- Did it get us closer to our goals? Why or why not?

Summarize Reflections

NEXT STEP: DEVELOPING THE PLAN ?

Part Two – Strategic Planning Input Exercise

1. Distribute post-it pads and Sharpie pens to participants.
2. Write the following question on a flip chart sheet: “What needs to happen to ensure that (agency) is a long-term success?” This question can be altered to address a more specific issue as needed.
3. Instruct the participants to write one response per post-it sheet.
 - Participants are to write as many responses as they can think of.
 - Participants should be instructed to write all responses and not filter any of their ideas.
4. Once every participant has completed writing his/her response on the post-it sheets, ask each participant to go to a blank wall and randomly stick the post-it sheets on the wall.
5. Instruct the group that the next part of the exercise is to take place in total silence. As a group, they are to approach the wall where the post-it notes are placed and silently categorize similar responses. Individuals can move post-it notes that others have placed in a category if they feel it better fits in another category. Caution – the group members will gradually begin to back away from the wall. Encourage all members to review the wall until all are satisfied with the classifications.

Part Three – Consensus Exercise

1. The facilitator will instruct the group that the next part of the exercise requires a consensus.
2. The facilitator will read each of the post-it responses that are grouped together and ask the group to develop a “title” or “heading” that describes the content of the responses. All group members must agree to the heading.
3. The facilitator will write the heading on a large paper and place it above the category. This process continues until all the post-it response groupings have a heading.
4. The headings are then labeled A, B, C, etc.

Part Four – Plan and Action Differentiation

1. A recorder takes a clean piece of flip-chart paper and creates a grid down the left-hand side of the page listing all the title letters.

Title A
Title B
Title C
Title D
Etc.

2. The facilitator will now take each title and, starting with title “A”, ask the group to respond to the question: “Does A need to take place before B (or in order for B to happen)?”
3. When the group responds (majority vote), the response must be a yes (0) or no (X). So, for example, “Does A need to happen before B?” If the group response is “yes”, the recorder makes a 0 on the flip chart. This is continued with A for all the other headings. Then you start with B, asking the same question, and then C until you have compared all titles against each other. (Example below).

Does A need to take place before B? – yes

Does A need to take place before C? – yes

Does A need to take place before D? – yes

Does A need to take place before E? – no

	A	B	C	D	E
Title A	-	0	0	0	X
Title B	X				

4. Then you start with B, asking the same question, and then C until you have compared all titles against each other. If the category has a majority of X’s, then it is a desired outcome or goal. If the category has a majority of 0’s, then it is a strategy for achieving the desired outcome. If it is a tie, it is both a strategy and an outcome.

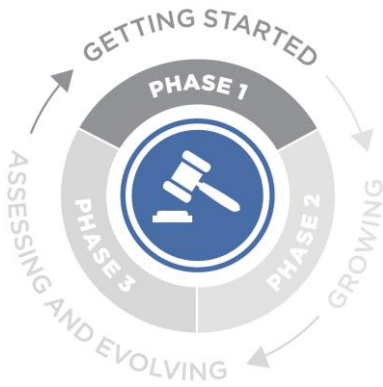
SOME CLUES TO FACILITATING

1. Understand that the facilitator is a member of the group with a special responsibility to help the other members express and organize their thinking so the group can set and move toward its goals with a minimum of difficulty.
 - a. Be one of the group, not its director
 - b. Use “we” rather than “you”
 - c. Create an atmosphere in which everyone feels free to participate
 - d. Help the group bring out and organize its thinking as members build on each other’s contributions
 - e. Help the group determine clear goals and progress toward them.
2. Have a clear idea of what ground should be covered in this meeting (but not what decisions should be reached).
3. Bury your predetermined ideas and listen intently for the essential point of what the speaker is saying (or trying to say). Don’t let any of your own concerns or memories interfere. Listening stops the instant you begin to think of one of them. When you write on the flip chart:
 - a. If a speaker’s point seems worth putting on the chart, when you think you understand it, ask her “Do you mean...?” “Let me see if I understand. Is your point...?” I think I’m with you but I’m not sure. Are you telling us...?”
 - b. If you feel a speaker’s point does not contribute, thank her and let it drop unless another member picks it up.
 - c. If you’re not sure of the value of a speaker’s point, or you begin to wonder if she has a point to make, toss it to the group – “What does someone else think of what Jane’s telling us?”
 - d. If a contribution seems useful but you think it might be improved, ask the group – “Would what Jane’s saying help us more if we put it differently?” Or write it first and then ask for improvements.
 - e. When discussion gets so rapid you can’t keep up, you can:
 - i. Intervene and have the group help you catch up (at the risk of slowing down that intense period or perhaps wrecking it).
 - ii. Gamble that you can successfully pick out the highlights (but when you start writing, you stop listening).
 - iii. Put down fragments as clues – when the tempo slackens ask the group to go back and help you fill in whatever part is worth putting in the record.
 - f. When discussion (whether fast or slow) gets so intense that no one looks at the chart and you don’t want to spoil it by breaking in, keep on writing. When the discussion reaches a point when you can intervene without harm, ask the group to review what you’ve written and correct or complete it.

4. Try to intervene only when it's essential. As you listen, moments will come when it seems useful for you to:
- a. Question what a statement means – when it is obscure, confused, overstated or understated. (“Do you mean...?”, “Are you saying...?”)
 - b. Ask about a viewpoint that seems overlooked – either it has been mentioned but not picked up by the group, or it hasn't been mentioned at all – it may be your viewpoint. If so, don't press it; give others a chance to pick it up. (“What do you think of this...?” , “No one has mentioned ... - should we think about it?”)
 - c. Question the course of the discussion – when it seems:
 - i. Off-track, chaotic or repetitious
 - ii. Blocked or on dead center
 - iii. Acrimonious or dominated by one or two persons
 - iv. Dominated by someone's personal needs
 - v. When a point seems to be overdiscussed, or is becoming a bore in some other way
 - vi. Strongly divergent from the ground the group has decided to cover in this meeting.

(“Is this taking us where we want to go?” “Should we go back to Sue's suggestions that ...?” “We decided earlier that we wanted to... Have we changed our minds?”)
 - d. Ask questions which will:
 - i. Facilitate the members' progress toward covering either:
 1. The ground determined in advance for this meeting, OR
 2. The ground the members obviously prefer to cover instead (“How will this help us work toward...?”)
 - ii. Help the group give shape and a cutting edge to the ideas it is developing. (“How can we make this more specific? Or more tangible?” “What's our main point here? How can we state it concisely?” “Does that mean...?” or “How could we do that?”)
 - iii. Help improve member interaction (“What do some of the rest of us think about this?”)
 - e. Summarize – when a recognizable degree of agreement seems to exist even among a minority of members – or as an alternative to questioning the course of the discussion (“Is this what we've been saying?” Write it on the flip chart if it's not too long.)
 - f. Test for consensus – as an alternative to summarizing when a degree of agreement seems to exist, even among a minority of members – or when the response to a summary indicates that consensus seems possible. (“Can we agree on something like this?” “I'm hearing... Is it right?” Again, write it on the flip chart if it's not too long.)

5. Make questions as short as feasible. Try to include only essential points so the other members can easily get the whole picture of what you're asking – not get lost in details.
6. Normally, stick to the practice of addressing questions to the whole group. On the other hand, if the discussion seems emotionally out of control, grin (it can help you stay objective) and direct a question to an individual.
7. Other times to direct a question to an individual include:
 - a. Following up a previous remark which needs clarification or seems valuable and is being lost.
 - b. A quiet member seems eager to talk.
 - c. A member is likely to have pertinent information on the point being discussed.
8. Be concerned about what is coming from the group, not what the members think of you.
9. Don't hesitate to level with the members. When you can't decide what is worth putting on the flip chart, or in what direction to lead, ask them. Normally that will bring on a useful review of where the discussion is heading.
10. When a near consensus seems to exist but there are few strong objections, ask (even push a bit if necessary) the majority to explore those objections open-mindedly. If they will, it is possible to get consensus – and much stronger follow-through – on a somewhat modified, and often better plan.



GOVERNANCE

Pre-Work



Activity: Who Is Your Community?

Goals

1. Identify community stakeholders
2. Create a high-level map of their characteristics
3. Prioritize community stakeholders

Prerequisites

None

Who Should Participate?

Current Governance participants; also consider including those interested in serving in governance

Length

60-90 minutes

Activity Instructions

1. Draw a diagram of your community including as many stakeholders as you can.
 - a. A stakeholder is an individual, group or organization within or outside the program who is impacted by its outcome, and who has an interest in its success.
2. Group the stakeholders as helpful.
 - a. For example, you might group together individuals or organizations with similar goals and relationships to your program such as potential integration partners, service providers, etc.
3. Prioritize the groups that you want to increase engagement with during the next year.
4. Discuss potential areas of opportunities and areas of collaboration. How can your community work together to create and achieve goals?

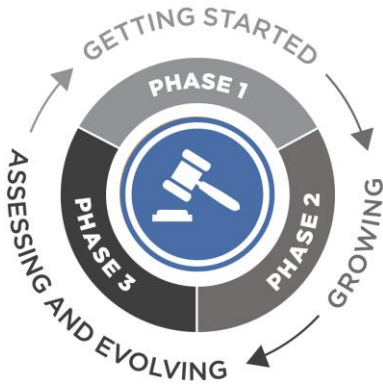
For the Future/Next Steps

Once you have agreed upon, prioritized stakeholder groups, you can identify which stakeholders to work with for specific goals and objectives (e.g., technical stakeholders vs potential partners).

This exercise can be redone on a regular basis as those prioritized groups may change over time.

Facilitation Notes

This can be done as one group or multiple small groups. If you have more than five people participating, consider multiple small groups. In this case, do this activity separately and then come back together as a larger group to discuss results and differences.



GOVERNANCE

Phases I, II, and III



Activity: Catastrophizing

Goals

1. Understand how the program's current governance model (or decision making) works with unexpected issues
2. Understand if the model works well or has gaps
3. Identify and document issues that need to be solved

Prerequisites

None

Who Should Participate?

Current Governance participants, Community representatives

Length

60-90 minutes

Governance Definition

"A governance model describes the roles that project participants can take on and the process for strategic and tactical decision making within the project. In addition, it describes the ground rules for participation in the project and the processes for communicating and sharing within the project team and community."

- Ross Gardler and Gabriel Hanganu, [OSS Watch Governance Models](#)

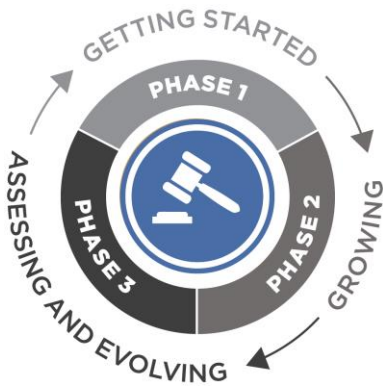
In simpler terms – it can be considered "how decisions get made."

Activity Instructions

1. Brainstorm a list of "catastrophes" that would have a significant impact on your program's ability to fulfill its mission (could impact governance, technology, community, or resources).
2. Prioritize list of catastrophes
3. For the top 2-3, discuss the response to catastrophes within the current governance structure. You don't need to solve the catastrophe; you just need to know who would decide how to solve the problem.
4. Identify gaps
5. Identify issues that may be causing these gaps
6. Consider if the current governance structure needs to be modified to better address gaps
7. Document governance policies or decision-making process as necessary
 - a. If this process has surfaced decision making processes that are not clear or documented, take the opportunity to document them.

Outputs

- A shared sense of potential gaps in current governance
- A shared sense of potential problems that can be used for future activities



GOVERNANCE

Phases I, II, and III



Activity: Catastrophizing

Facilitator Guide

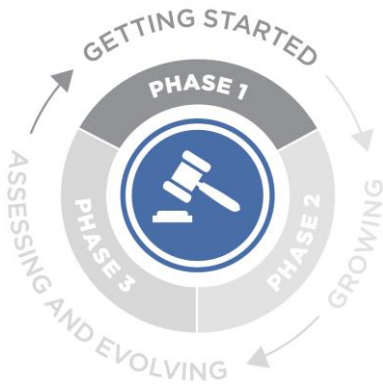
- Facilitate the group in brainstorming a list of “catastrophes” that would have a significant impact on your program’s ability to fulfill its mission.
- During the brainstorming, there are no “wrong” answers. The suggestions can be outlandish. They may be fiscal or technical disasters. The idea is to understand how governance responds and handles the catastrophe and helps identify gaps in the model.
- If no immediate suggestions are given, you can “seed” they discussion with examples (or categories of examples) such as:
 - What if a key person (program director; board chair) won the lottery and moved to Tahiti?
 - What if a key element of your technology stack was discontinued?
 - What if a pivotal partner organization dissolved or stepped away?
- Make sure to encourage broad suggestions from the entire group.
- One way to prioritize (in person) is to use a sticker vote. In a sticker vote, each participant is assigned a number of stickers - these can be physical stickers in an in-person event or a specified piece of text (e.g., +1) in a virtual environment. Participants place their stickers or text alongside the options they’re voting for, according to the parameters of the exercise (e.g., most important, most likely, most interesting, etc.).
- Help participants move through the discussion and highlight the potential gaps in their current governance. This can set up next steps of how to address those gaps.

Potential Considerations

1. Why do some catastrophes resonate more than others?
2. Are some issues more emotional?
3. Is there a theme in the gaps (e.g., lack of partners, resources, etc.)

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Activity adapted from: Kaner, Sam, and Lenny Lind. 2007. Facilitator’s guide to participatory decision-making. San Francisco: John Wiley & Sons/Jossey-Bass.



GOVERNANCE

Phase I: Establishing Governance



Activity 2: Governance Elements – Checklist and Planning Tool

Goals

1. Understand the elements of various governance models and the types of strategic and tactical decisions for which governance is responsible
2. Determine which elements your governance structure currently has and who has authority over key strategic or tactical decisions
3. Identify and prioritize the elements you want to add in the future and which decision-making processes might be adjusted as a result

Prerequisites

None, but Governance Activities 1-5 were designed to build on each other.

Who Should Participate?

Current Governance participants; Community representatives

Length

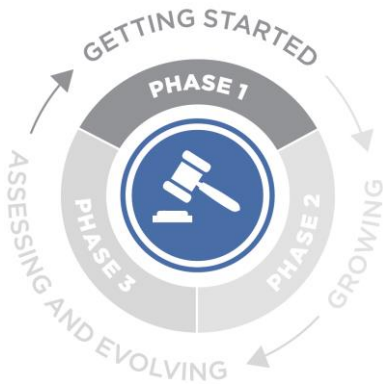
30-60 minutes

Pre-Work Instructions

Each participant should review and complete the checklists below in advance.

Activity Instructions

1. As a group, discuss individual checklist results
2. Review agreement and then focus on differences in areas. This may surface differences about direction that need to be discussed and prioritized together
3. As a group, come to consensus on which gaps, if any, the program has, and prioritize what to address



GOVERNANCE

Phase I: Establishing Governance



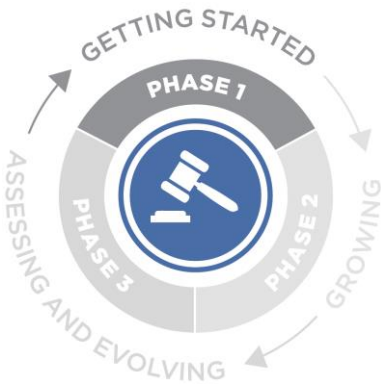
Activity 2: Governance Elements - Checklist and Planning Tool

Governance Elements Checklist and Planning Tool

Organization and Structure

For each element below, note whether your program currently has the element, if it's in progress, if you don't have it now but would like to in the future, or if it's not applicable to your program.

	Have	In progress	Future	N/A
Governance Group Board members, leadership, etc. There is some level of decision making by identified people. This can be formal or informal.				
Governance Leadership/Officers Are there leaders within leadership? Examples include: Executive Committee, Chair/Vice Chair, Co-Chairs, Secretary, or Treasurer.				
“Sub” Groups Reporting to Overall Governance Are there smaller, more focused subgroups that report to a higher governance board? Examples include: Technical Direction, Nominations, or Community Engagement.				
Ad Hoc Groups Are there conference committees, or short term, topical groups?				
Position Descriptions for Governance Members Are there clear roles and responsibilities for governance members?				
Clear Terms for Governance Members Examples include 1, 2, or 3-year terms				
Term Limits for Elected Governance Members Do members depart after specific periods or can they continue indefinitely?				
Transition Plans for Leadership Is there a documented process for how leadership transitions occur?				



GOVERNANCE

Phase I: Establishing Governance



Activity 2: Governance Elements - Checklist and Planning Tool

Transparency and Inclusiveness

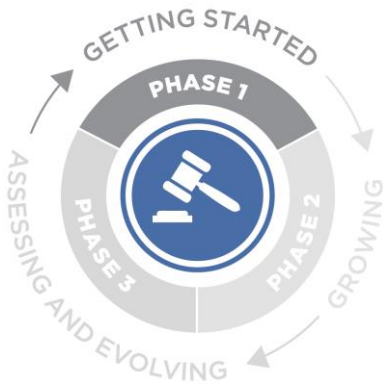
For each element below, note whether your program currently has the element, if it's in progress, if you don't have it now but would like to in the future, or if it's not applicable to your program.

	Have	In progress	Future	N/A
Code of Conduct Is there a clear, publicly available, code of conduct?				
Transparency of Governance Process Are elections, and other structures, clear and publicly available?				
Transparency in Meetings Are agendas, decisions, and/or meeting notes shared with the community?				
DEIA Efforts / Policies Are there DEIA strategies or efforts underway or planned?				
Technology Roadmap Are the technical direction and plans available?				

Financial

For each element below, note whether your program currently has the element, if it's in progress, if you don't have it now but would like to in the future, or if it's not applicable to your program.

	Have	In progress	Future	N/A
Fiscal Stability Is there a Fiscal Sponsor or Organizational Home relationship?				
Reserve Fund Are there enough funds to enable the program to wind down if necessary – potentially three months of operating costs?				



GOVERNANCE

Phase I: Establishing Governance

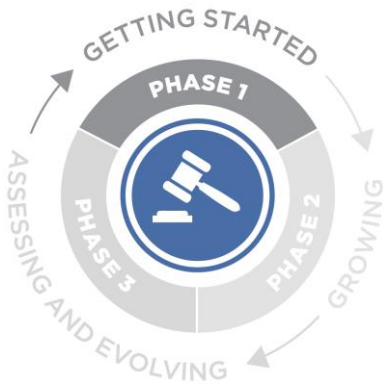


Activity 2: Governance Elements - Checklist and Planning Tool

Strategic and Tactical Responsibilities

For each of the strategic and tactical responsibilities below, note if your program has a role or group responsible for the listed functions, if creating a role or convening a group is in progress, if no role or group exists now but you'd like to have one in the future, if you'd like to change which role or group is responsible, or if it's not applicable to your program.

	Have	In Progress	Future	Change	N/A
Ownership Is there a role or group responsible for: <ul style="list-style-type: none"> • IP ownership • Branding and identity 					
Leadership / Chartering Is there a role or group responsible for: <ul style="list-style-type: none"> • Strategic planning • Mission and vision • Program initiatives 					
Community Management Does a role or group have decision-making authority for: <ul style="list-style-type: none"> • Community definitions • Membership policies • Path to leadership/governance 					
Software Development Does a role or group have decision-making authority for: <ul style="list-style-type: none"> • Technical road mapping • Functional requirements • UX / Design • Quality assurance / Testing • Release management 					
Resource Management Is there a role or group responsible for: <ul style="list-style-type: none"> • Budgeting and resource allocation • Fundraising • Grant writing and management 					



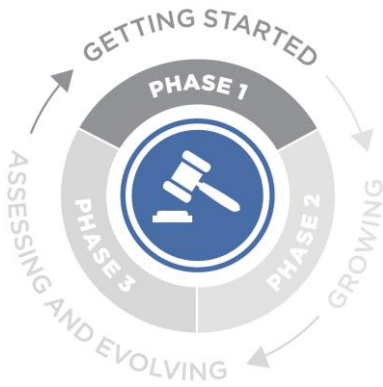
GOVERNANCE

Phase I: Establishing Governance



Activity 2: Governance Elements - Checklist and Planning Tool

	Have	In Progress	Future	Change	N/A
Use of Information and Tools Is there a role or group responsible for: <ul style="list-style-type: none"> • Infrastructure management (bug tracker, website, etc.) • Community communications • User docs management • Developer docs management 					



GOVERNANCE

Phase I: Establishing Governance



Activity 3: Understand Governance Models and Process Impact

Goals

1. Understand the range of various governance models
2. How they function
3. What they could mean for your own program

Prerequisites

None, but Governance Activities 1-5 were designed to build on each other

Who Should Participate?

Current Governance participants; Community representatives

Length

120-150 minutes

Activity Instructions

1. Review the Governance Models: Summary Table on pages 2-3.
2. As a group, read through potential scenarios given below, and consider how each scenario would be handled in each governance model defined below. For example, who mediates in each model? Who makes the final decision?

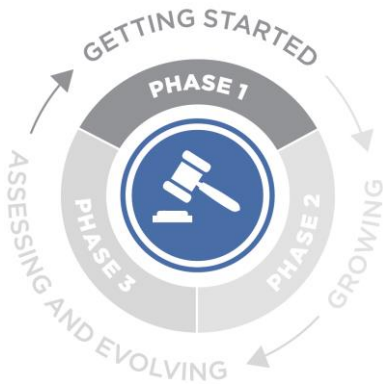
Scenarios

These are given as examples, feel free to substitute with issues relevant to your program.

- Scenario 1: Two developers have submitted pull requests for pieces of functionality that are vastly different.
 - Scenario 2: A for-profit organization wants to participate.
 - Scenario 3: An organization wants to make a sizable financial donation to the program but wants a role in governance and control over the technical roadmap.
 - (Optional) Scenario 4: Select a scenario that came up in Governance Activity: Catastrophizing
3. At the end of each scenario review, discuss the benefits and limitations of each and how that may play out for your program and its needs.
 4. Determine as a group if there are any models you definitely do or do not want to consider for your program.

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Activity and chart adapted from: https://clinic.cyber.harvard.edu/files/2017/03/2017-03_governance-FINAL.pdf



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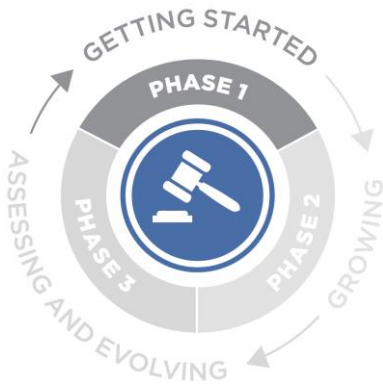
Phase I: Establishing Governance



Activity 3: Understanding Governance Models and Process Impact

Governance Models: Summary Table

Model	Definition & Key Elements	Roles	Conflict Resolution
Benevolent dictatorship	<p>One or a few founders are the final arbiters and ultimate decision makers for all aspects of the program. Community perception of the dictator can impact the success of the project/program.</p> <p>Individual assignments are ad hoc and functionality decisions are usually dependent on the benevolent dictator.</p> <p><u>Examples:</u> Linux, Arclight, and Mirador</p>	<ul style="list-style-type: none"> • Benevolent dictator • Committers • Contributors 	<ul style="list-style-type: none"> • Informal
Meritocracy	<p>Loosely organized, rewards participants who make valuable additions to the program. Standing can be enhanced by “merit.” Decisions are made by the community as a whole.</p> <p>Authority is decentralized, with direction ultimately set by the community at large. Committers play a unique role in shaping the project, and community norms are essential.</p> <p><u>Examples:</u> Apache & Blacklight</p>	<ul style="list-style-type: none"> • Contributors • Committers • PM body 	<ul style="list-style-type: none"> • Proposal > discussion > vote > decision • Lazy consensus (only requires feedback from opponents)
Delegated Governance	<p>A body of leaders (such as a Council) is chosen or elected to oversee the program, resolve conflicts within the community, modify the community norms and processes, and determine the project’s core values. Delegated Governance has a clear hierarchical structure and a designated set of leaders.</p> <p>Authority is centralized at the top but distributed through a chain of command. Many community members can hold some form of leadership role, and control over program direction will vary depending on how councils are selected.</p>	<ul style="list-style-type: none"> • Council members • Sub-council members • Contributors • Committers 	<ul style="list-style-type: none"> • Minor disagreements via lazy consensus • Larger issues discussion > vote > decision by Council • Issue may start in Sub-council, escalate to Council



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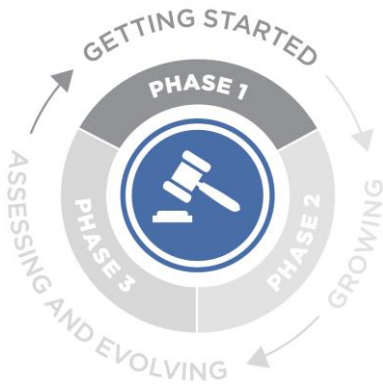
Phase I: Establishing Governance



Activity 3: Understanding Governance Models and Process Impact

	<u>Examples:</u> Ubuntu, Fedora, and DSpace		
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Model	Definition & Key Elements	Roles	Conflict Resolution
Dynamic Governance	<p>All members sit on 1 of its circles, which deal with a specific area of the organization.</p> <p>Decision-making power is highly dispersed. Can empower all elements of community and remove top-down authority.</p> <p>Requires strongly engaged commitment and understanding and acceptance of processes.</p> <p>Risk that smaller decisions get drawn out.</p>	<ul style="list-style-type: none"> Participation in hierarchical circles 	<ul style="list-style-type: none"> Consensus



GOVERNANCE

Phase I: Establishing Governance



Activity 4: Choose Your Own Governance

Goals

1. Enumerate the strategic and tactical decisions program stakeholders are faced with, and the areas of responsibility those decisions fall under
2. Enumerate the roles and/or groups responsible for making decisions
3. Match roles and/or groups with decision-making authority / areas of responsibility
4. Validate governance plan against real-life program scenarios

Prerequisites

None, but Governance Activities 1-5 were designed to build on each other

Who Should Participate?

Program leadership,
Program management,
Participants from the larger community

Length

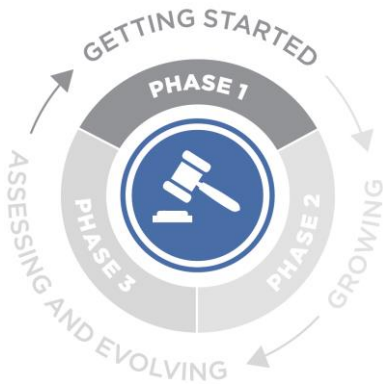
120 minutes

Pre-Work Instructions

- Read: [Organization and Structure of Open-Source Software Development Initiatives](#)
- Review existing governance examples:
 - [ArchivesSpace](#)
 - [DSpace](#)
 - [Samvera](#)

Activity Instructions

1. Review the list of strategic and tactical decisions and areas of responsibility for open-source programs serving cultural and scientific heritage. This list is not intended to be exhaustive; feel free to remove items from the list that are not currently relevant to your program or add high-priority elements that are not represented.
2. Review the list of roles and groups that could have decision-making authority or responsibility over certain areas. As above, you may remove roles/groups from the list that are not currently relevant to your program and add ones that are not represented.
 - a. Note: It is likely that this list will change as you move through this activity, so treat this as a first pass, not a final decision.
3. Using the collaboration tool of your choice (e.g., Google Docs, Miro, etc.), list out the roles and groups, and take a first pass at assigning decisions and areas of responsibility to them.
 - a. For example, you may place User Documentation and User Testing with the User Council, Strategic Planning and Fundraising with the Program Director, and Budgeting and Resource Allocation with the Organizational Home.
 - b. This can be done in-person using a whiteboard or easel, or virtually using a shared online document or virtual whiteboard platform. Examples below.



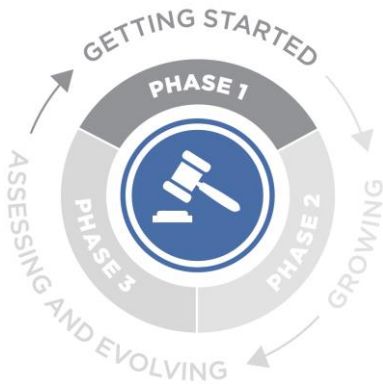
GOVERNANCE

Phase I: Establishing Governance



Activity 4: Choose Your Own Governance

4. Once the roles and areas of responsibility are mostly sorted, walk through two or three governance scenarios that your program is currently facing or is likely to face in the future, understanding how the decision would be made or scenario resolved with the structure you have created.
 - a. Example scenarios may be taken from the Catastrophizing exercise, a quick brainstorm, or the below:
 - i. Two developers have submitted pull requests for pieces of functionality that are vastly different.
 - ii. A for-profit organization wants to participate in the program.
 - iii. An organization wants to make a sizable financial donation to the program but wants a role in governance and control over the technical roadmap.
 - iv. The program wants to rebrand with a new name and visual identity.
5. Based on the results of the scenario walkthrough, make changes to your draft structure.
6. Repeat steps 5 and 6 until you've reached consensus on the governance structure.
 - a. Note: The structure just needs to work for your program right now - it can always be changed as program needs change.
7. Move to [Activity: Documenting and Implementing a Governance Structure](#)



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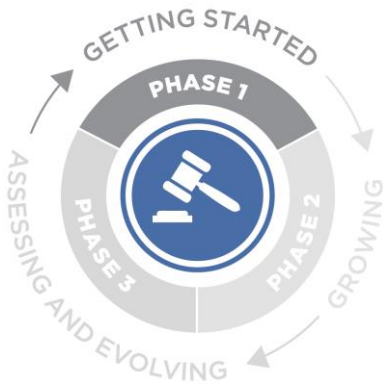
Phase I: Establishing Governance



Activity 4: Choose Your Own Governance

Example Strategic / Tactical Decisions & Areas of Responsibility

Dimension	Decision / Responsibility Examples
Ownership	IP ownership Control over branding/identity ...
Leadership / Chartering	General program leadership Strategic planning Mission and vision Program initiatives ...
Community Management	Community definitions Membership policies Path to leadership/governance ...
Software Development	Technical roadmap Functional requirements UX / Design Quality assurance / Testing Release management ...
Resource Management	Budgeting and resource allocation Fundraising Grant writing and management ...
Conflict Resolution and Rule Changing	Conflict resolution Changes in how conflict is managed, or decisions are made ...
Use of Information and Tools	Program infrastructure management (bug tracker, website, etc.) Community communications User docs management and sharing Developer docs management and sharing ...



GOVERNANCE

Phase I: Establishing Governance



Activity 4: Choose Your Own Governance

Example Roles and Groups

Note: Titles are given below to give a general sense of roles. Any of these can be renamed to reflect your program's needs.

Groups

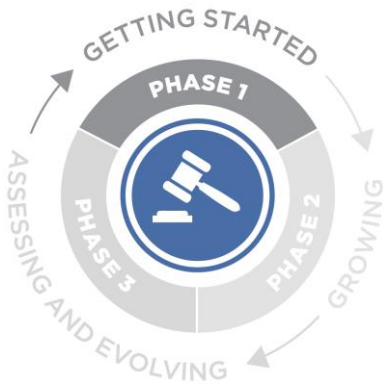
- Board / Leadership Council
- User / Member Council
- Technical Council
- Ad hoc / Project-based
- Code Committers
- Etc.

Roles

- Program director
- Program manager
- Technical lead
- Community manager
- Etc.

Other

- Organizational home
- Fiscal sponsor
- Etc.



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Phase I: Establishing Governance



Activity 4: Choose Your Own Governance

Example 1: Virtual Governance Modeling with Google Docs

Board / Leadership Council

- General program leadership
- Strategic planning - e.g., mission and vision
- Set membership policies
- Approve program initiatives

Organizational Home

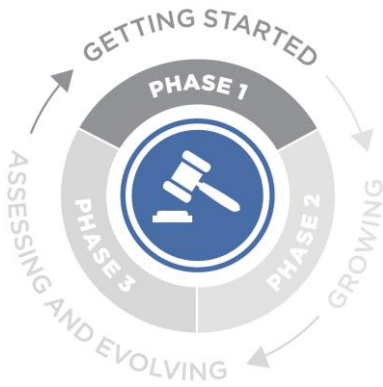
- Approve budgets and resource allocation
- Raise funds and secure resources
- Manage program infrastructure (e.g., bug tracker, website)

User Council

- Receive, suggest, discuss, and vote on new features/functionality
- Create and update user documentation
- Conduct user testing of the application

Technical Council

- Create and update technical documentation
- Conduct ongoing usability studies



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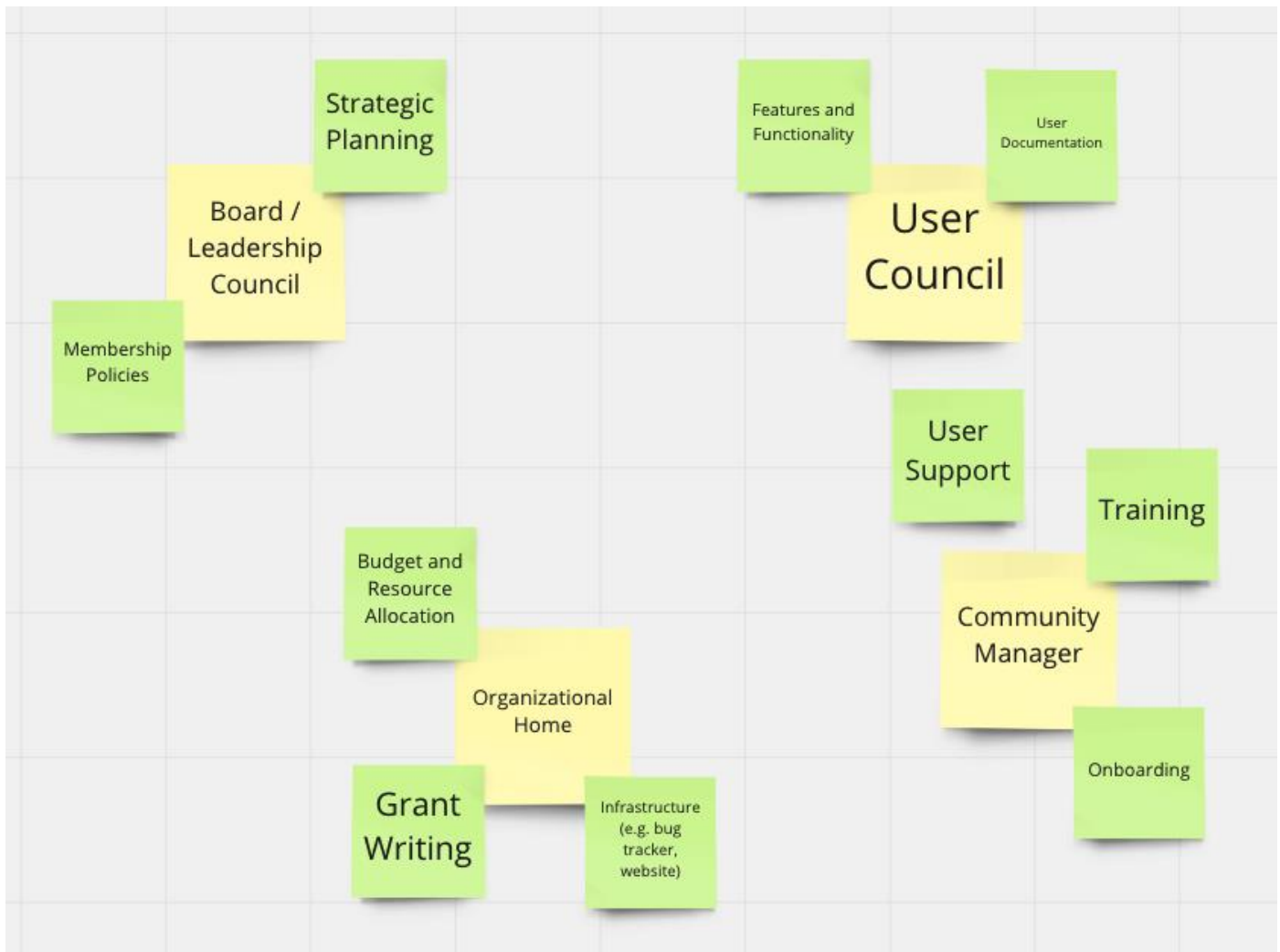
Phase I: Establishing Governance

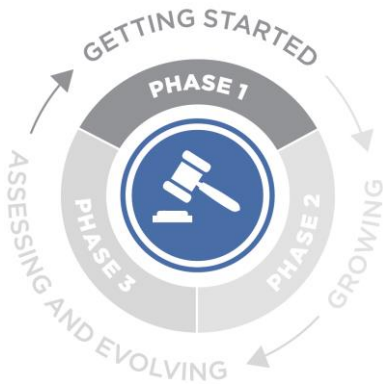


Activity 4: Choose Your Own Governance

Example 2: Governance Modeling with Sticky Notes

Note: This example can be done in-person with physical sticky notes, or virtually using an online whiteboarding tool such as Miro or Google Jam.





GOVERNANCE

Phase I: Establishing Governance



Activity 5: Documenting and Implementing a Governance Structure

Goals

1. Finalize an initial governance structure
2. Document the structure

Prerequisites

[Activity 4: Choose Your Own Governance](#) or equivalent. Governance Activities 1-5 were designed to build on each other.

Who Should Participate?

Current Governance participants; Community representatives

Length

45-60 minutes per role or group

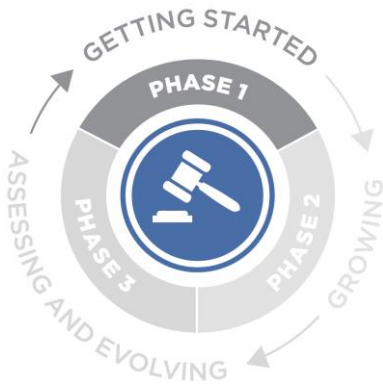
Pre-Work Instructions

Each participant should review the results of [Activity 4: Choose Your Own Governance](#) and examples of shared governance such as: [ArchivesSpace](#), [Data Curation Network](#), [DSpace](#), and [Samvera](#).

Even if roles and groups for your program did not change as a result of the Choose Your Own Governance Activity, this activity should still be completed, and the results shared to improve program transparency.

Activity Instructions

1. As a group, review the results of [Activity 4: Choose Your Own Governance](#). Identify the roles and/or groups that have specific areas of responsibility or decision-making authority.
2. For each role or group, document the following (template below):
 - a. What is the name of the role or group? Examples include Program Director, Program Staff, Advisory Group, Leadership Council, Organizational Home, etc.
 - b. What are the role or group's roles and responsibilities as determined during Activity: Choose Your Own Governance? You may also wish to revisit [Activity 2: Governance Planning Checklist Tool](#) to see if there are additional roles and responsibilities or decision-making areas that haven't been covered.
 - c. Who is eligible to be a member of the group? E.g., users of the software, paying members, program staff, etc.
 - d. Who leads the group? How is leadership elected or appointed?
 - e. What is the process for appointing, electing, or hiring for the role or members of the group? For group leadership?
 - f. How often will the group meet?
 - g. How will the group communicate meeting agendas, minutes, and/or work product with the community?
 - h. Who are the current officers and/or members of the group?



GOVERNANCE

Phase I: Establishing Governance

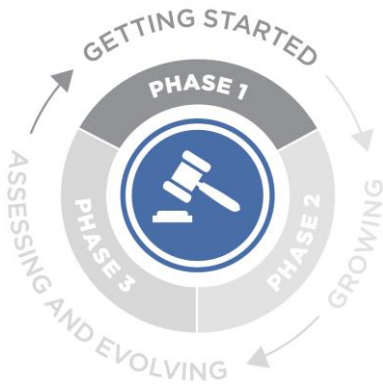


Activity 5: Implementing a Governance Structure

3. For groups with defined membership eligibility, elections, and decision-making authority, consider creating a charter. The charter has similar elements as the list above but provides more specificity about the group's mission and authority. [Activity: Creating a Committee Charter](#) can be used for guidance.
4. Outline a schedule to revisit the governance structure on a regular basis. Consider an annual review at first to incorporate feedback and make necessary modifications. Within that review, revisit [Activity 2: Governance Planning Checklist Tool](#).

Next Steps

Move to [Activity: Creating a Committee Charter](#) or [Activity 6: Articulate the Case for Change](#) for communicating the governance changes to the community.



GOVERNANCE

Phase I: Establishing Governance



Activity 5: Implementing a Governance Structure

Governance Role or Group Description Template

Role or Group Name

- *Examples: Program Director; Program Staff; Advisory Group; Leadership Council; Organizational Home*

Role and Responsibilities

- *Examples: Approve annual budget; Create user documentation; Conduct QA testing*

Membership

- *Examples: No more than 10 members elected by all members of the community; One representative from each partner organization; Unaffiliated individuals invited by a committee member*

Leadership

- *Examples: The Leadership Council is led by an elected Chair who serves a two-year term; The Chair of the User Committee is elected by existing members of the Committee*

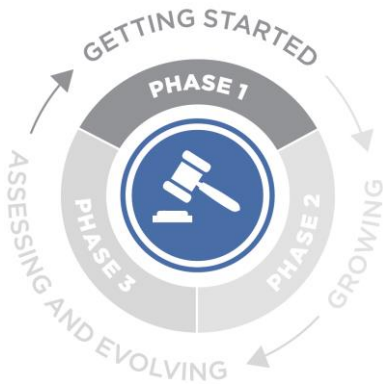
Meeting Frequency

- *Examples: Quarterly (two in-person and two conference calls); Annually; In conjunction with annual meeting*

Communication Strategy

- *Examples: Agendas and minutes for Leadership Council meetings will be shared on the program wiki*

Current Membership or Role-Holder



GOVERNANCE

Phase I: Establishing Governance



Activity 6: Articulate the Case for Change

Goal

1. Draft your communication strategy

Prerequisites

None

Who Should Participate?

Those interested in creating and executing the plan, and at least one person involved in selecting the change.

Length

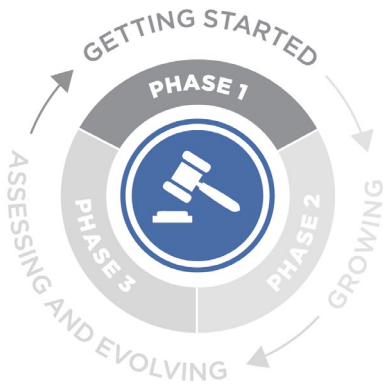
60 minutes

Activity Instructions

1. Create a plan to communicate any governance changes using the Nexus LAB worksheet. For the most up-to-date version of this exercise, please visit: [Articulating the Case for Change](#).
2. Determine timeline or schedule for communication. This is not in the template, but may be important to consider whether all communication happens in one day, or if an email needs to go out this week and then a teleconference in the following week for Q&A, etc.
3. Communicate to your stakeholders according to plan.

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Worksheet courtesy Nexus LAB <http://educopia.org/resources/nexus>.



GOVERNANCE

Phase I: Establishing Governance



Activity 7: Evaluate Feedback on Communication Campaign

Goals

1. Evaluate how well your communication campaign was received

Prerequisites

Activity: Articulating the Case for Change

Who Should Participate?

TK

Length

60-90 minutes

Activity Instructions

1. Assess whether execution went according to plan
2. Evaluate the effectiveness of the communication plan
3. Document lessons learned

Category 1: Did Everything Go According to Plan?

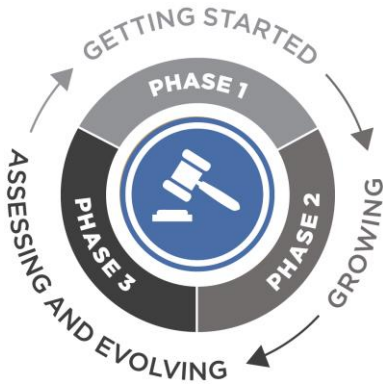
1. Did you articulate a specific message?
2. Did you identify specific primary targets and secondary audiences?
3. Did you identify specific channels and formats for primary targets?
4. Did you identify specific channels and formats for secondary audiences?
5. Did you craft specific messages for specific groups (if relevant)?

Category 2: How Effective Was the Strategy?

1. Do you have metrics for where it was sent such as direct contact, blogs, listservs?
2. Do you have metrics for open rates for email communications?
3. Did you include a feedback mechanism?
 - a. Consider a quick poll/survey - did they support the changes? What concerns did they have? Did they change their behavior, i.e. participate in new governance?
4. How well did the specific stakeholder groups act on the message?
 - a. Are there measurable outputs, e.g., how many signed up for an informational webinar or clicked on a blog link?
5. Did you consider other methods of feedback - individual contacts?

Category 3: Document Lessons Learned

1. What went well and is worth repeating again?
2. What would you do differently?



GOVERNANCE

Phases I, II, and III



Activity: Catastrophizing

Goals

1. Understand how the program's current governance model (or decision making) works with unexpected issues
2. Understand if the model works well or has gaps
3. Identify and document issues that need to be solved

Prerequisites

None

Who Should Participate?

Current Governance participants, Community representatives

Length

60-90 minutes

Governance Definition

"A governance model describes the roles that project participants can take on and the process for strategic and tactical decision making within the project. In addition, it describes the ground rules for participation in the project and the processes for communicating and sharing within the project team and community."

- Ross Gardler and Gabriel Hanganu, [OSS Watch Governance Models](#)

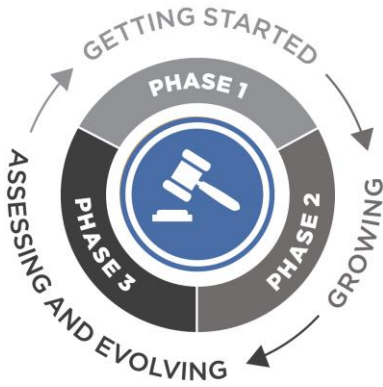
In simpler terms – it can be considered "how decisions get made."

Activity Instructions

1. Brainstorm a list of "catastrophes" that would have a significant impact on your program's ability to fulfill its mission (could impact governance, technology, community, or resources).
2. Prioritize list of catastrophes
3. For the top 2-3, discuss the response to catastrophes within the current governance structure. You don't need to solve the catastrophe; you just need to know who would decide how to solve the problem.
4. Identify gaps
5. Identify issues that may be causing these gaps
6. Consider if the current governance structure needs to be modified to better address gaps
7. Document governance policies or decision-making process as necessary
 - a. If this process has surfaced decision making processes that are not clear or documented, take the opportunity to document them.

Outputs

- A shared sense of potential gaps in current governance
- A shared sense of potential problems that can be used for future activities



GOVERNANCE

Phases I, II, and III



Activity: Catastrophizing

Facilitator Guide

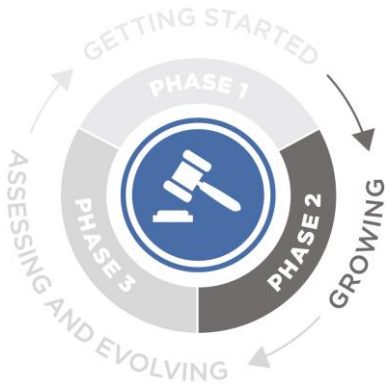
- Facilitate the group in brainstorming a list of “catastrophes” that would have a significant impact on your program’s ability to fulfill its mission.
- During the brainstorming, there are no “wrong” answers. The suggestions can be outlandish. They may be fiscal or technical disasters. The idea is to understand how governance responds and handles the catastrophe and helps identify gaps in the model.
- If no immediate suggestions are given, you can “seed” they discussion with examples (or categories of examples) such as:
 - What if a key person (program director; board chair) won the lottery and moved to Tahiti?
 - What if a key element of your technology stack was discontinued?
 - What if a pivotal partner organization dissolved or stepped away?
- Make sure to encourage broad suggestions from the entire group.
- One way to prioritize (in person) is to use a sticker vote. In a sticker vote, each participant is assigned a number of stickers - these can be physical stickers in an in-person event or a specified piece of text (e.g., +1) in a virtual environment. Participants place their stickers or text alongside the options they’re voting for, according to the parameters of the exercise (e.g., most important, most likely, most interesting, etc.).
- Help participants move through the discussion and highlight the potential gaps in their current governance. This can set up next steps of how to address those gaps.

Potential Considerations

1. Why do some catastrophes resonate more than others?
2. Are some issues more emotional?
3. Is there a theme in the gaps (e.g., lack of partners, resources, etc.)

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Activity adapted from: Kaner, Sam, and Lenny Lind. 2007. Facilitator’s guide to participatory decision-making. San Francisco: John Wiley & Sons/Jossey-Bass.



GOVERNANCE

Phase II: Stabilizing Governance



Activity 9: Pack Your Bags – Mapping Decision Journeys

Goals

1. Enumerate the strategic and tactical decisions the program stakeholders are faced with
2. Enumerate the paths those decisions take before they are finalized
3. For decisions that have no path, identify choke points, redundancies
4. Identify gaps or areas of governance or program management that need improvement

Prerequisites

None

Related Activities

None

Who Should Participate?

Program management (strategic thinkers); program staff (operational expertise)

Length

60 minutes

Activity Summary

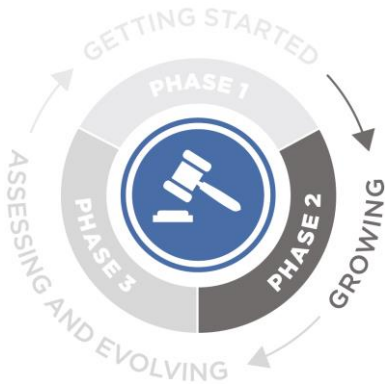
This exercise has two parts: a brainstorm to list out the core/high priority decisions the program is faced with, and a journey map to understand how those decisions are made or finalized. Complete and prioritize the brainstorm before moving on to the journey map.

Activity Instructions

1. Brainstorm Decisions (5 minutes)
 - a. Brainstorm decisions that the program needs to make and list them where everyone can see, such as whiteboard or virtual flipchart.
 - b. Here are dimensions in a governance model and some examples of decisions in each of the dimension:

Dimension	Decision Examples
Ownership	Who owns IP, branding, identity
Chartering	Who decides mission and vision, software roadmap?
Community Management	Who can be a member; who can apply to be a leader?
Software Development	How are the requirements developed; who determines design; how is the testing strategy determined; who determines what to include in a release?
Conflict Resolution and Rule Changing	How are conflicts resolved; how are new rules proposed?
Use of Information and Tools	How is information communicated to stakeholders; who creates and updates documentation; how is documentation shared?

2. Prioritize Decisions (5 minutes)
 - a. Each participant picks the top 3 decisions that they deem most essential to the program.



GOVERNANCE

Phase II: Stabilizing Governance



Activity 9: Pack Your Bags – Mapping Decision Journeys

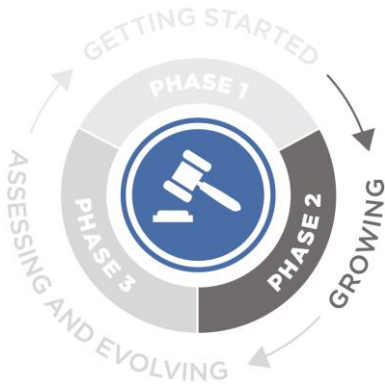
3. Map the Decision Journey (15 minutes per decision)

For the top 3 decisions that receive the most votes, draw the journey that each takes en route to resolution. Here are some potential elements to include in the map:

- Who surfaces the issue?
- How do they communicate it? To whom?
- How many levels of communication / approval are necessary to move forward?
- How are final decisions documented and communicated?
- How are decisions evaluated after the fact?
- What are the pain points?

4. Summarize gaps and opportunities for improvements (5 minutes per decision)

Next Steps: keep list, revisit in 6-12 months



GOVERNANCE

Phase II: Stabilizing Governance



Activity 10: Financial and Organizational Stability Checklist

Goals

1. Assess the financial and organizational stability of your program's governance
2. Identify gaps or areas of governance that need improvement

Prerequisites

None

Who Should Participate?

Program leadership (strategic thinkers)

Length

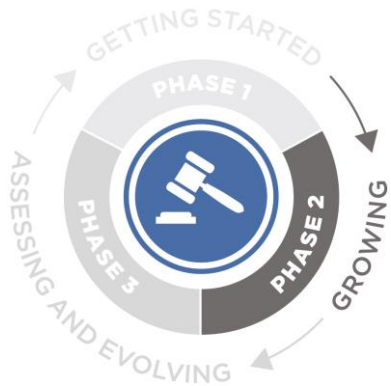
60-90 minutes

Pre-Work

1. Download the [Financial and Organizational Stability Checklist](#).
2. Form a subgroup that contains 2 - 3 governance representatives with knowledge on financial and legal activities of the program. The purpose of this subgroup is to ensure that there is broader discussion and knowledge at an early level, so discussions are less likely to be bogged down by simple oversights.
3. The subgroup completes the checklist together. During this pre-work, they can determine that some components are not relevant or propose adjustments.
4. After completion, submit the initial review to the larger group in advance so there is time to absorb ahead of the meeting.

Activity Instruction

1. As a group, review the submitted checklist. Does everyone agree or not? Are there elements not included in this assessment?
2. Assess overall stability of governance.
3. Once general consensus on rankings is achieved, identify what components the group considers necessary to work on.
4. Then prioritize. This can form the outline of a plan for work going forward.



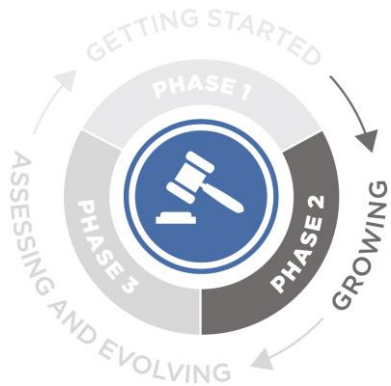
GOVERNANCE

Phase II: Stabilizing Governance



Activity 10: Financial and Organizational Stability Assessment Checklist

The community/organization thinks about and actively plans for the future	Yes	No	In Progress	Maybe Later	N/A	Rank
Do you document your mission-driven goals and milestones on a regular basis? <i>Possible evidence: Strategic plan, logic model, documented goals</i>						
Do you measure progress toward these goals and milestones at least annually? <i>Possible evidence: Documented assessment of goals</i>						
The community/organization maintains control over and monitors its own finances	Yes	No	In Progress	Maybe Later	N/A	Rank
Do you have access to and control over your bank account(s), budget, ledger/log of all receivables and expenditures, and any accounting software and/or bookkeeping environment? <i>Possible evidence: Review of each element</i>						
Do you have a chart of accounts that details your categories of expenditures and receivables? <i>Possible evidence: Chart of accounts, account report demonstrating the use of the chart of accounts</i>						
Do you create an officially approved annual operating budget for the community/organization each year? <i>Possible evidence: Annual budget developed by the community/organization that is approved by its governing body</i>						
Do you rectify your financial books at least quarterly with review and sign-off from a designated governing body representative(s)? <i>Possible evidence: Signed quarterly reports or other evidence of successful review</i>						



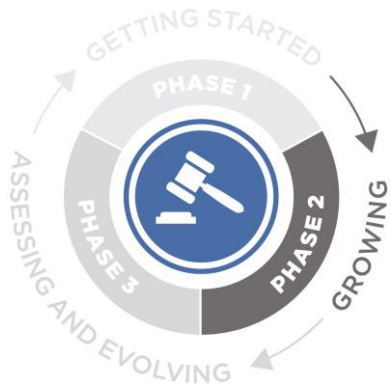
GOVERNANCE

Phase II: Stabilizing Governance



Activity 10: Financial and Organizational Stability Assessment Checklist

The community/organization maintains control over and monitors its own finances CONT.	Yes	No	In Progress	Maybe Later	N/A	Rank
Do you have written financial policies that are adequate for the size and complexity of your community/organization and that include explicit internal controls? <i>Possible evidence: Accounting manual, policy documentation</i>						
Do you have an annual independent audit or review conducted of your financial statements? <i>Possible evidence: Audit or Review documentation</i>						
Are there at least two, non-interdependent funding streams for the entity (e.g., memberships, subscriptions, services, grants, contracts, donations)? <i>Possible evidence: Documented revenue streams</i>						
The community/organization understands, maintains, and communicates its legal and organizational identity(ies)	Yes	No	In Progress	Maybe Later	N/A	Rank
Do you know how to describe your legal and organizational identity (e.g., incorporation, taxable status, charity status, etc.)? <i>Possible evidence: Official documentation as compared to self-description</i>						
Do you clearly document your community/organization's legal and organizational identity(ies) such that community members and customers/clients understand what the legal entity can do and who has authority to speak for it?						



GOVERNANCE

Phase II: Stabilizing Governance

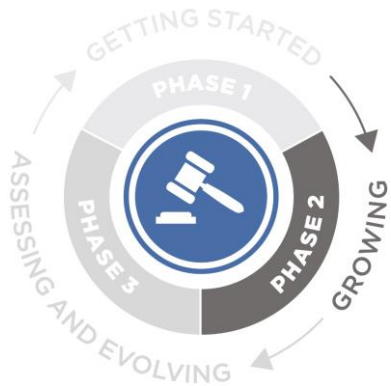


Activity 10: Financial and Organizational Stability Assessment Checklist

<i>Possible evidence: Disclosure via Website or other public forum, contractual language</i>						
Do you engage a legal advisor and/or lawyer to review all contracts (both those you prepare and those you sign?) <i>Possible evidence: Legal representation</i>						

The community/organization understands, maintains, and communicates its legal and organizational identity(ies) CONT.	Yes	No	In Progress	Maybe Later	N/A	Rank
If you are not a free-standing organization but instead are hosted by another legal entity, do you transparently and publicly acknowledge this hosting relationship? <i>Possible evidence: Disclosure via Website or other public forum, contractual language</i>						
If you are hosted by or housed within another entity, do you have a documented pathway for separation that can be enacted by your governance group? <i>Possible evidence: Documented separation pathway and trigger events</i>						

The community/organization clearly documents its succession plans	Yes	No	In Progress	Maybe Later	N/A	Rank
Do you have a policy that describes how organizational ownership or responsibility may be transferred, and does this policy explicitly prohibit contracts/agreements to be reassigned without express permissions from community stakeholders? <i>Possible evidence: Documentation review</i>						



GOVERNANCE

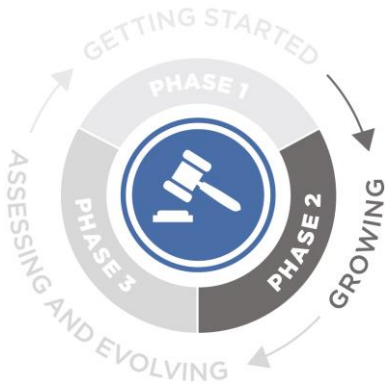
Phase II: Stabilizing Governance



Activity 10: Financial and Organizational Stability Assessment Checklist

Do your governance documents include a legal commitment to maintaining your organization's mission regardless of company ownership? <i>Possible evidence: Documentation review</i>						
Do you have a succession strategy that identifies entities that will steward products and services if or when your company ceases to operate? <i>Possible evidence: Succession documentation</i>						

The community/organization clearly documents its sunseting and dissolution plans	Yes	No	In Progress	Maybe Later	N/A	Rank
Do you have a financial reserve set aside that is adequate to cover sunseting costs? <i>Possible evidence: Documented financial reserve and sunset budget</i>						
Do you have a plan documenting what happens when your company ceases to operate? <i>Possible evidence: Documented sunset/dissolution plans</i>						
Do you document, test, and regularly update specific pathways for any user-owned or generated content to be migrated to another platform or service in the case of dissolution? <i>Possible evidence: Agreements with similar platforms/services, migration strategies and pathways, contracts with users/members, testing documentation</i>						



GOVERNANCE

Phase II: Stabilizing Governance



Activity 11: Position Descriptions for Elected Leaders

Goals

1. Create, update, or confirm position descriptions for elected leaders
2. Help elected leaders and community members understand the roles and responsibilities of each elected position
3. Facilitate succession planning

Prerequisites

None

Who Should Participate?

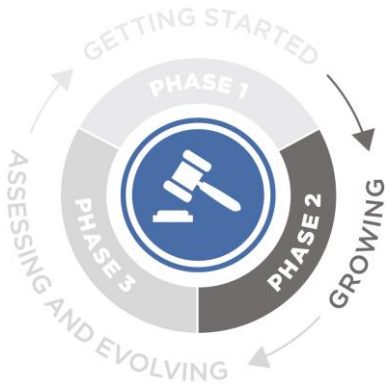
Current Governance participants

Length

90-120 minutes

Activity Instructions

1. Determine what positions are necessary as the program continues to mature.
 - a. Review the core decisions that the team has to continue to make
 - b. Review the current decision-making model
 - c. Determine if your program needs more or fewer elected leaders to be responsible for making those decisions
 - d. Roughly determine who will be responsible for what in order to avoid overlaps or gaps in functions
2. For new roles or existing roles that don't have position descriptions, create position responsibilities for elected leaders. Sample elements are included on pages 2-4.
3. For existing roles that already have position descriptions, review and revise position responsibilities for elected leaders as necessary. Make sure to have leaders in those roles weigh in on what they actually do, in addition to what is in the official description.
4. Add additional details to ensure program continuity such as:
 - a. Term length and limits
 - i. It may be best to have shorter, one-year terms given your community. Or it may be more helpful to have longer terms especially if there is more complexity in the role that people need time to master and become comfortable.
 - b. Required qualifications, if any.
 - i. Consider your goals. Do you want high level strategic thinkers with extensive financial experience? Do you want more tactical people or those with a specific skill set?
 - c. If this leader is not available, who can make decisions during an emergency?
 - d. Do you want to have "Chair Elect" or Vice Chairs that automatically ascend to become Chair? That can provide continuity or can limit options.



GOVERNANCE

Phase II: Stabilizing Governance



Activity 11: Position Descriptions for Elected Leaders

Sample Position Responsibilities for Elected Leaders

Note: The word Council can be swapped out for Advisory Group, Board, Steering Committee, Executive Committee, Leadership Circle, or other term used by your project or program. The word Committee can be swapped out for sub-Council, a specifically named Advisory Group (e.g., Technical Advisory Group), or other term used by your program.

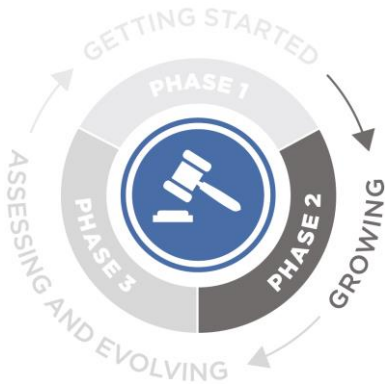
Program Manager is used to denote the non-elected staff person who manages the day-to-day operation of the project or program; this person may also be called the Program Director, Product Owner, or Project Manager, or may not exist at all for your project or program.

Potential Council Chair Responsibilities

- Is a member of the Council
- Is a partner with the Program Manager in achieving the program's mission
- Provides leadership to the Council of Directors, who sets policy and to whom the Program Manager is accountable
- Chairs meetings of the Council after developing the agenda with the Program Manager
- Encourages Council's role in strategic planning
- Appoints the chairpersons of committees, in consultation with other Council members
- Serves ex officio as a member of committees and attends their meetings when invited
- Discusses issues confronting the program with the Program Manager
- Helps guide and mediate Council actions with respect to program priorities and governance concerns
- Reviews with the Program Manager any issues of concern to the Council
- Monitors financial planning and financial reports
- Plays a leading role in fundraising activities
- Formally evaluates the performance of the Program Manager and informally evaluates the effectiveness of the Council members
- Evaluates annually the performance of the program in achieving its mission.
- Performs other responsibilities assigned by the Council

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Elected leader job descriptions adapted from: <https://managementhelp.org/boards/job-descriptions.htm#anchor321357>



GOVERNANCE

Phase II: Stabilizing Governance



Activity 11: Position Descriptions for Elected Leaders

Potential Vice Chair Responsibilities

This position is often the successor to the Chair position. In addition to the responsibilities outlined in the Committee Member job description, this position:

- Is a member of the Council
- Performs Chair responsibilities when the Chair cannot be available (see Chair Job Description)
- Reports to the Council's Chair
- Works closely with the Chair and other staff
- Participates closely with the Chair to develop and implement officer transition plans.
- Performs other responsibilities as assigned by the Council

Potential Council Secretary Responsibilities

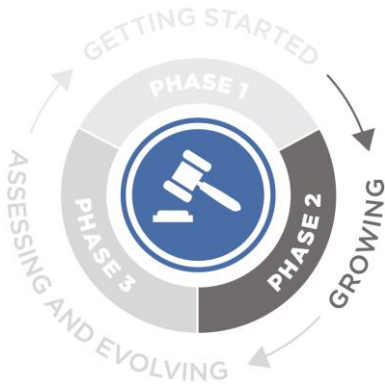
- Is a member of the Council
- Maintains records of the Council and ensures effective management of program's records
- Manages minutes of Council meetings
- Ensures minutes are distributed to members shortly after each meeting
- Is sufficiently familiar with legal documents (articles, by-laws, IRS letters, etc.) to note applicability during meetings

Potential Council Treasurer Responsibilities

- Is a member of the Council
- Manages finances of the program
- Administrates fiscal matters of the program
- Provides annual budget to the Council for members' approval
- Ensures development and Council review of financial policies and procedures

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GOVERNANCE

Phase II: Stabilizing Governance



Activity 11: Position Descriptions for Elected Leaders

Potential Council Member Responsibilities

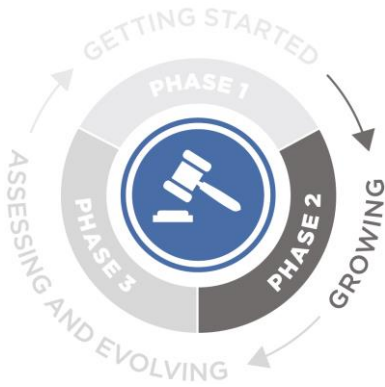
- Regularly attends Council meetings and important related meetings
- Makes serious commitment to participate actively in committee work
- Volunteers for and willingly accepts assignments and completes them thoroughly and on time
- Stays informed about committee matters, prepares themselves well for meetings, and reviews and comments on minutes and reports
- Gets to know other committee members and builds a collegial working relationship that contributes to consensus
- Is an active participant in the committee's annual evaluation and planning efforts
- Participates in fund raising for the program

Potential Committee Chair Responsibilities

- Is a member of the Council
- Sets tone for the Committee work
- Ensures that members have the information needed to do their jobs
- Oversees the logistics of committee's operations
- Reports to the Council's Chair
- Reports to the full Council on committee's decisions/recommendations
- Works closely with the Program Manager and other staff as agreed to by the Program Manager
- Assigns work to the Committee members, sets the agenda and runs the meetings, and ensures distribution of meeting minutes
- Initiates and leads the Committee's annual evaluation

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Elected leader job descriptions adapted from: <https://managementhelp.org/boards/job-descriptions.htm#anchor321357>



GOVERNANCE

Phase II: Stabilizing Governance



Activity 12: Create Personas

Goals

1. Create more explicit personas to help guide community efforts

Prerequisites

[Pre-Work Activity: Who Is Your Community?](#)

Who Should Participate?

Program staff (operational expertise)

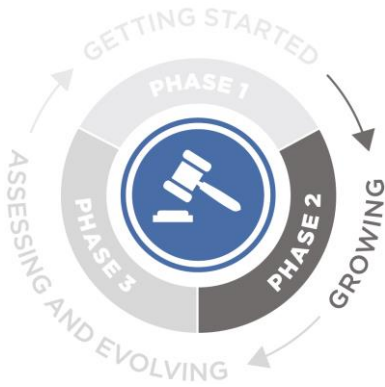
Length

60 minutes

Activity Instructions

1. Break into small groups (3-5 people)
2. Each small group should select a prioritized stakeholder identified in *Who is Your Community?* and create a persona and a pathway representing that stakeholder. This exercise is hosted by Mozilla. For the most up-to-date version of this exercise, please visit: [Mozilla Open Leadership Training Series: Contributor Personas & Pathways](#).
3. Reform larger group to discuss and identify gaps in supporting persona pathways.

Next Steps: In your future planning, use the stakeholder personas to see how well your plans track (or don't) against those personas' goals.



GOVERNANCE

Phase II: Stabilizing Governance



Activity 13: Recognition and Contributions

Goals

1. Understand how the program currently recognizes contributions
2. Understand how recognitions and contributions are incorporated into the program
3. Understand the kind of recognition that is most appreciated/motivating to each kind of contributor
4. Discover how the program can improve in this area

Prerequisites

[Activity: Who Is Your Community?](#)

Related Activities

Activity: Creating Personas

Who Should Participate?

Wide mix of people, including representation from the stakeholder groups you are working to understand.

Length

60-120 minutes

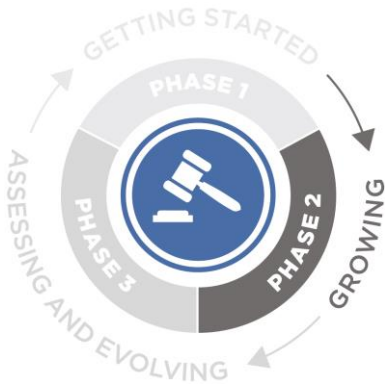
Activity Instructions

1. As a group, discuss the 6Rs (included on page 2)
 - a. How are they incorporated in your program?
 - b. Which are not incorporated?
2. If you have a large group, form smaller groups of 4 - 5 people
3. Have each group select a specific stakeholder group/persona from [Activity: Who is Your Community?](#) or [Activity: Create Personas](#)
 - a. It is okay for some personas to be discussed by multiple groups
4. Talk through what recognition is important for the chosen stakeholder/persona
5. Report out to larger group
6. Discuss themes and gaps that need to be addressed to keep current contributors engaged and to entice new contributors
7. Prioritize and create action plan to incorporate

Potential Next Steps: This information can inform working groups or specific outreach activities. Consider if there need to be higher level program changes to accommodate the recognition needs (e.g., more representation on governance groups or different voting rights).

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This activity is based on work from: <https://ctb.ku.edu/en/increasing-participation-and-membership>



GOVERNANCE

Phase II: Stabilizing Governance



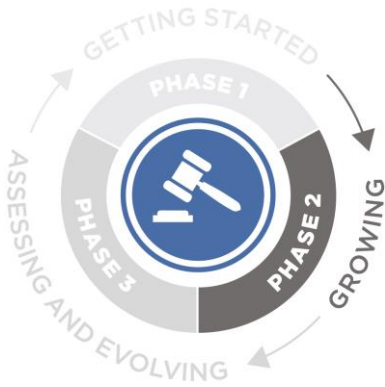
Activity 13: Recognition and Contributions

The 6Rs

Contributions are critical for community- and open-source software. Understanding what motivates potential and current contributors is essential.

There are 6 crucial recognition qualities. These are not “one size fits all” but these can be a helpful way to consider what is important to different contributors. They include:

1. **Recognition:** People want to be recognized for their contributions.
2. **Respect:** People want their values, culture, ideas, and time to be respected and considered in the organization's activities.
3. **Role:** People want a clearly meaningful role in the coalition that makes them feel valuable and in which they can make a contribution.
4. **Relationships:** People want the opportunity to establish and build networks both professionally and personally for greater influence and enjoyment.
5. **Reward:** People expect the rewards of participating in a collaborative partnership to outweigh the costs and to benefit from the relationships established.
6. **Results:** People respond to visible results that are clearly linked to outcomes that are important to them and that they can clearly link to their participation in the coalition.



GOVERNANCE

Phase II: Stabilizing Governance



Activity 14: Home Organization – Requirements Gathering and Assessment

Goals

1. Determine if your program would benefit from contracting with a home organization
2. Gather requirements for assessment and decision

Prerequisites

None

Who Should Participate?

Program leadership (strategic thinkers), or those who have experience or knowledge with identifying potential new organizations, assessing financial health and stability, and assessing terms/conditions and MOUs.

Length

Definition

Fiscal Sponsor/Home Organization: An organization that provides legal and financial infrastructure for your program. Services may include financial reports, banking relationships, invoicing, etc.

- Example use case: grant-funded program that needs help with financial tracking

Many organizations offer a range of additional services as well. Such services range significantly but could include consulting, event facilitation, marketing, technical support, grant writing, etc.

- Example use case: an emerging program growing from a grant-driven initiative to a program that is community-based and needs to move out of their original organization.

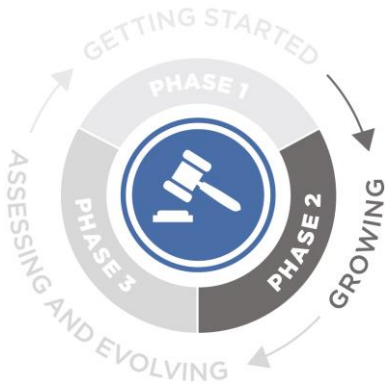
Programs have a range of needs. You might want to consider a smaller set of services or a larger scale relationship.

Activity Instructions

Group Discussion Around Needs and Gaps (30-60 minutes)

As a group discuss the following

1. Consider your program's biggest needs. This will enable you to determine any gaps with your current situation and evaluate how a new organization could help. Tip: results from previous ITAViP activities can help surface these.
2. Determine what gaps might be addressed by moving to a new organization.
3. Define the impact of the move and determine how to navigate through these changes. Considerations include:
 - Impact to existing staff (i.e., if they cannot move to the new home with the program, will they remain as volunteers? How will they be recognized for their contributions?)
 - Current organization's change in role



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Phase II: Stabilizing Governance



Activity 14: Home Organizational – Requirements Gathering and Assessment

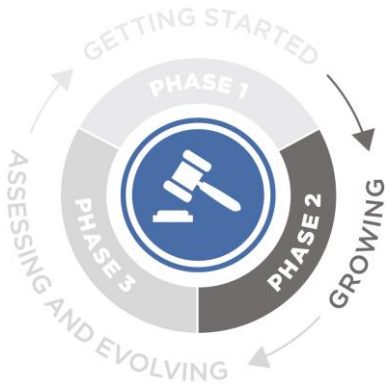
Requirements Gathering

Consider requirements either individually asynchronously as pre work or synchronously in small groups. Then come together as a group to prioritize and finalize selection criteria. (1-2 hours)

1. Determine criteria for selection. Potential categories are listed below. You can use tool [Home Organization – Requirements Gathering and Assessment Scoring Tool](#) as a template. Tip: download a local version of the spreadsheet to work with.
 - a. Service offerings
 - b. Financial health
 - c. Reputation
 - d. Terms and conditions
 - e. Other

Assessment

2. Compile a list of potential home organizations. Tip: ask colleagues or funders for suggestions.
3. Discuss/Interview with potential home organizations
 - a. Potential questions are included in matrix tool
4. Compare how your needs match to different organizations.
5. Make a selection
6. Discuss and sign MOU



GOVERNANCE

Phase II: Stabilizing Governance



Activity 15: Five Element Assessment – Governance and Boards

Goals

1. Evaluate your current governance structure
2. Determine potential needs
3. Prioritize work going forward

Prerequisites

None

Who Should Participate?

Current Governance participants. Consider using IF your community has a governance board. Some programs have determined they do not need a formal governance board.

Length

90 minutes

Pre-Work Instructions

1. Form a subgroup that contains 2-3 governance representatives with knowledge on financial and legal activities of the program. The purpose of this subgroup is to ensure that there is broader discussion and knowledge at an early level, so discussions are less likely to be bogged down by simple oversights.
2. The subgroup completes the checklist together. During this pre-work, they can determine that some components are not relevant or propose adjustments.
3. After completion, submit the initial review to the larger group in advance so there is time to absorb ahead of the meeting.

Subgroup Instructions

1. Use the links on page 2 to access the seven components listed in the Five Elements Assessment, provided by 501Commons
2. Based on the assessment, summarize the standard for each component in terminology that is most relevant to your program
3. For each component, write a brief description of each level
4. Evaluate the components in your program and choose a level most reflective of your program's current state

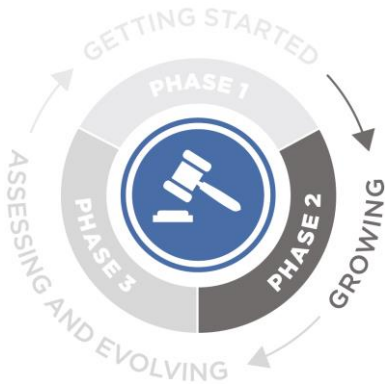
After completing the assessment, move on to:

Activity Instructions

1. As a group, review the submitted checklist. Does everyone agree or not? Are there elements not included in this assessment?
2. Once general consensus on rankings is achieved, identify what components the group considers necessary to work on.
3. Prioritize. This can form the outline of a plan for work going forward.

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Assessment courtesy: <https://www.501commons.org/assess/five-elements-assessment-governance-and-boards>



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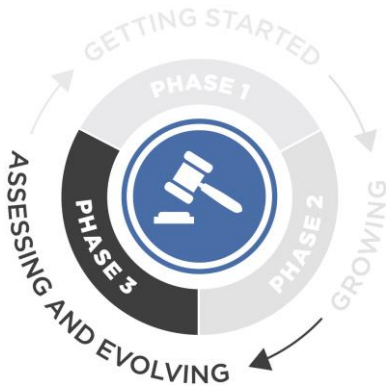
Phase II: Stabilizing Governance



Activity 15: Five Element Assessment – Governance and Boards

Governance Assessment

Components	Level 1	Level 2	Level 3	Level 4
1.1 Mission/Vision Standard Summary:				
1.2 Board Roles and Responsibilities Standard Summary:				
1.3 Board Characteristics Standard Summary:				
1.4 Strategic Issues and Organizational Performance Standard Summary:				
1.5 Board Development Standard Summary:				
1.6 Organizational Support by Board Members Standard Summary:				
1.7 Allocation of Authority to the Executive Standard Summary:				



GOVERNANCE

Phase III: Evolving Governance



Activity 16: Succession Planning

Goals

1. Identify critical positions within your organization
2. Identify future staffing needs
3. Identify people with the skills and potentials to perform future roles
4. Develop action plans for individuals to assume those positions

Prerequisites

[Activity: Position Descriptions for Elected Leaders](#)

Who Should Participate?

Current Governance representatives, Program management (if supervising staff), HR Administrators (if affiliated with an organizational home)

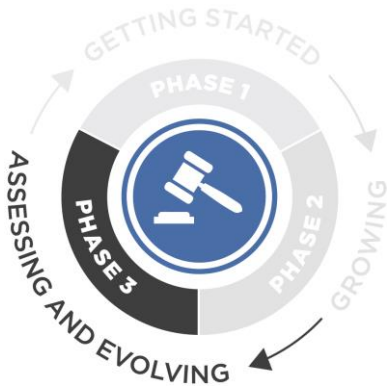
Length

60-120 minutes

Activity Instructions

Follow the [Succession Planning Toolkit](#) developed by the University of Washington Department of Professional and Organizational Development.

This exercise is hosted by the rights holder, University of Washington. At their request, we have not created a derivative version for use with the *It Takes a Village Toolkit*. For the most up-to-date version of this exercise, please visit [Succession Planning Toolkit](#)



GOVERNANCE

Phase III: Evolving Governance



Activity 17: Continuing Education

Goals

1. Determine what information is necessary for Board members to feel invested, informed and engaged
2. Identify topics that inform Board discussions and decisions
3. Create a continuing education plan (schedule and content) based on those topics for Board members

Prerequisites

[Activity: Position Descriptions for Elected Leaders](#) or equivalent

Who Should Participate?

Current Governance participants, Program management (tactical thinkers)

Length

60-90 minutes

Background

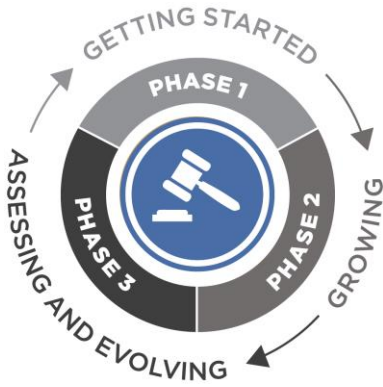
With more mature programs, governing boards frequently have a mix of participants with a range of backgrounds and experience. Those who have been on the board for some time may feel like the time to ask questions has passed, while those new to the program may be reluctant to ask questions in front of other, more experienced members.

Pre-work

1. Poll current and outgoing board members on what they would have found helpful
2. Poll current and incoming board members on what they would like to know
3. Distribute poll results to activity participants
4. Participants should review existing board position descriptions to review information needed to carry out their duties and make decisions

Activity Instructions

1. As a group, develop a top-level outline of topics important for board members
2. Consider methods to help onboard or provide continuing education for these topics (e.g. for financial oversight, perhaps an overview of how to read financial reports, etc.)
3. Prioritize the topics (if necessary, vote on topics to prioritize)
4. Turn outline into a continuing education plan, which includes:
 - a. Preferred delivery method - live webinar, short, recorded video, one-pager, etc.
 - b. A schedule that works for your audience and their needs (for example annual orientation, semi-annual topical deep dives, etc.)
 - c. Assign responsibilities for developing/recording/hosting the content
 - d. Include timelines for review and maintenance of the plan such as making updates and adding new content



GOVERNANCE

Phases I, II, and III



Activity: Catastrophizing

Goals

1. Understand how the program's current governance model (or decision making) works with unexpected issues
2. Understand if the model works well or has gaps
3. Identify and document issues that need to be solved

Prerequisites

None

Who Should Participate?

Current Governance participants, Community representatives

Length

60-90 minutes

Governance Definition

"A governance model describes the roles that project participants can take on and the process for strategic and tactical decision making within the project. In addition, it describes the ground rules for participation in the project and the processes for communicating and sharing within the project team and community."

- Ross Gardler and Gabriel Hanganu, [OSS Watch Governance Models](#)

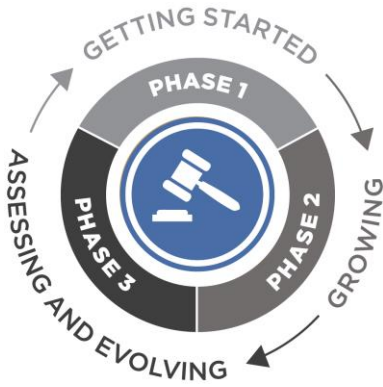
In simpler terms – it can be considered "how decisions get made."

Activity Instructions

1. Brainstorm a list of "catastrophes" that would have a significant impact on your program's ability to fulfill its mission (could impact governance, technology, community, or resources).
2. Prioritize list of catastrophes
3. For the top 2-3, discuss the response to catastrophes within the current governance structure. You don't need to solve the catastrophe; you just need to know who would decide how to solve the problem.
4. Identify gaps
5. Identify issues that may be causing these gaps
6. Consider if the current governance structure needs to be modified to better address gaps
7. Document governance policies or decision-making process as necessary
 - a. If this process has surfaced decision making processes that are not clear or documented, take the opportunity to document them.

Outputs

- A shared sense of potential gaps in current governance
- A shared sense of potential problems that can be used for future activities



GOVERNANCE

Phases I, II, and III



Activity: Catastrophizing

Facilitator Guide

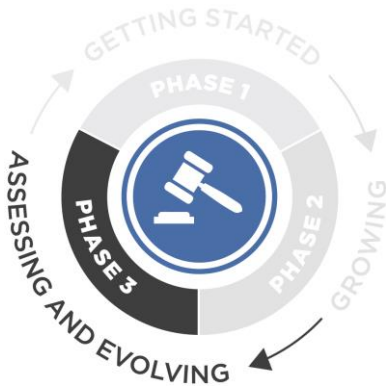
- Facilitate the group in brainstorming a list of “catastrophes” that would have a significant impact on your program’s ability to fulfill its mission.
- During the brainstorming, there are no “wrong” answers. The suggestions can be outlandish. They may be fiscal or technical disasters. The idea is to understand how governance responds and handles the catastrophe and helps identify gaps in the model.
- If no immediate suggestions are given, you can “seed” they discussion with examples (or categories of examples) such as:
 - What if a key person (program director; board chair) won the lottery and moved to Tahiti?
 - What if a key element of your technology stack was discontinued?
 - What if a pivotal partner organization dissolved or stepped away?
- Make sure to encourage broad suggestions from the entire group.
- One way to prioritize (in person) is to use a sticker vote. In a sticker vote, each participant is assigned a number of stickers - these can be physical stickers in an in-person event or a specified piece of text (e.g., +1) in a virtual environment. Participants place their stickers or text alongside the options they’re voting for, according to the parameters of the exercise (e.g., most important, most likely, most interesting, etc.).
- Help participants move through the discussion and highlight the potential gaps in their current governance. This can set up next steps of how to address those gaps.

Potential Considerations

1. Why do some catastrophes resonate more than others?
2. Are some issues more emotional?
3. Is there a theme in the gaps (e.g., lack of partners, resources, etc.)

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Activity adapted from: Kaner, Sam, and Lenny Lind. 2007. Facilitator’s guide to participatory decision-making. San Francisco: John Wiley & Sons/Jossey-Bass.



GOVERNANCE

Phase III: Evolving Governance



Activity 19: Representative Governance Assessment Checklist

Goals

1. Evaluate if governance structure is representative
2. Prioritize gaps
3. Document/revise governance policies or decision-making process
4. Devise plan to make change to practice

Prerequisites

[Activity: Who Is Your Community?](#)

Who Should Participate?

Those currently serving on governance; those you want to be more involved in governance.

Length

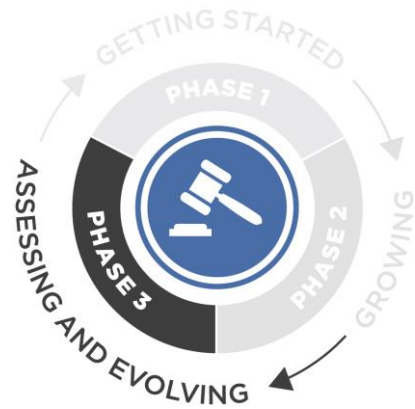
45 minutes

Pre-work

1. Download the [Representative Governance Assessment Checklist](#).
2. Form a subgroup with 2-3 governance representatives. Having 2-3 people do it initially ensures that there is broader discussion and knowledge at an early level so later discussions are less likely to be bogged down by simple oversights.
3. The subgroup completes the checklist together. For those components in the checklist that are missing or in progress, rank their priority for completion on a scale of 1-5, with 1 denoting “low priority” and 5 “high priority.”
4. When considering Stakeholders, go back to the [Activity: Who is Your Community?](#) results to ensure the subgroup is considering different stakeholder groups.
5. After completion, submit the initial review to the larger group in advance so there is time to absorb ahead of the meeting.

Activity Instructions

1. As a group, review the submitted checklist. Does everyone agree or not? Are there elements not included in this assessment?
2. Once general consensus on rankings is achieved, identify what components the group considers necessary to work on, then prioritize them.
 - a. A sticker vote can be useful tool for prioritizing. In a sticker vote, each participant is assigned a number of stickers - these can be physical stickers in an in-person event or a specified piece of text (e.g., +1) in a virtual environment. Participants place their stickers or text alongside the options they’re voting for, according to the parameters of the exercise (e.g., most important, most likely, most interesting, etc.).
3. Update governance policies to be more inclusive.
4. Implement changes to governance policies and practices.



GOVERNANCE

Phase III: Evolving Governance

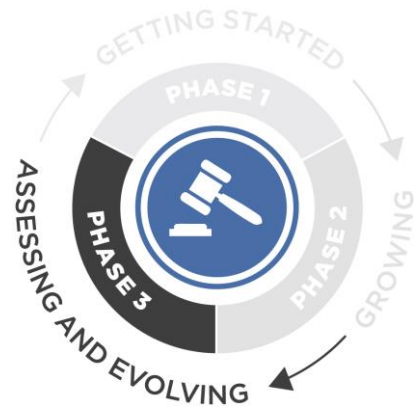


Activity 19: Representative Governance Assessment Checklist

Please fill out the following checklist to the best of your ability. For those components in the checklist that are a “No” or “In Progress,” rank their priority for completion on a scale of 1-5, with 1 denoting “low priority” and 5 “high priority.”

The community/organization’s governance provides community stakeholders with decision-making roles and responsibilities	Yes	No	In Progress	Don’t Know	N/A	Rank
1. Do you engage elected/appointed representatives from community stakeholder groups in the official, decision-making governing body? <i>Possible evidence: Bylaws or other formal, legal governance documentation names and describes the role of this governing body</i>						
2. Do you require that major decisions about the community/organization that affect stakeholders (especially decisions about its organizational form, ownership, and pricing) be approved by this official, decision-making governing body? <i>Possible evidence: Bylaws or other formal, legal governance documentation that describe decision-making protocols</i>						

The community/organization’s governance encourages participation and input from community stakeholders	Yes	No	In Progress	Don’t Know	N/A	Rank
3. Do you make governance meeting agendas, minutes, and official decisions openly available to community stakeholders? <i>Possible Evidence: Documentation accessible by community stakeholders</i>						
4. Do you have an openly documented process for soliciting/resolving community stakeholder concerns and/or objections about governance decisions? <i>Possible evidence: Process clearly described on the Website or another publicly available location</i>						



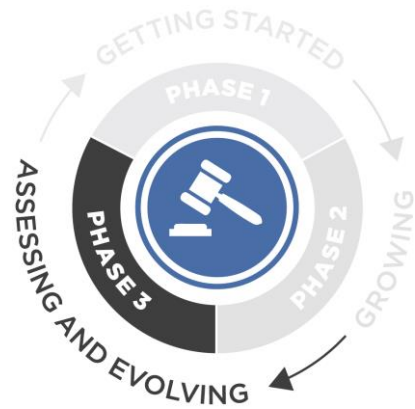
GOVERNANCE

Phase III: Evolving Governance



Activity 19: Representative Governance Assessment Checklist

	Yes	No	In Progress	Don't Know	N/A	Rank
5. Do you officially involve stakeholder community representatives in reviewing and amending the governance system? <i>Possible evidence: Bylaws, evidence of participation in a review/amendment process</i>						
6. Do community stakeholders give input into governing body appointments/elections? <i>Possible Evidence: Solicitation process, election process documentation</i>						
The community/organization's governance officially engages representatives from active stakeholder communities in fiduciary oversight and management accountability						
7. Does a governance body that includes stakeholder representatives protect the organization's assets and members' investments? <i>Possible evidence: Documented role in overseeing the creation and approval of the annual budget, financial quarterly close reports, annual fiscal reporting, annual audit/review</i>						
8. Does a governance body that includes stakeholder representatives recruit, hire, and oversee the director/manager/CEO? <i>Possible evidence: Bylaws, evidence of annual reviews, evidence of participation in recruitment and hiring of the director</i>						
9. Does a governance body that includes stakeholder representatives provide direction for the organization? <i>Possible evidence: Bylaws, Policy setting evidence, Strategic planning evidence</i>						



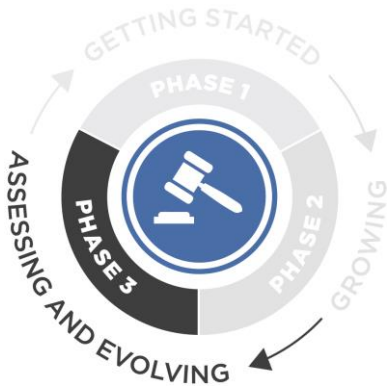
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Phase III: Evolving Governance



Activity 19: Representative Governance Assessment Checklist

The community/organization ensures that representative voices change over time	Yes	No	In Progress	Don't Know	N/A	Rank
10. Do you set and enforce term limits for representatives? <i>Possible evidence: Bylaws, Minutes from governance meetings, elections, number of representatives that change over time</i>						
11. Do you have a process for stakeholders to express concerns or objections regarding who is serving as their representative? <i>Possible evidence: Process clearly documented in the Bylaws, on the Website or in another publicly available location</i>						



GOVERNANCE

Phase III: Evolving Governance



Activity 20: Developing a Plan to Expand Community Participation in Governance

Goals

1. Develop a plan to expand community participation in governance

Prerequisites

[Activity: Who Is Your Community?](#)

[Activity: Succession Planning](#)

Who Should Participate?

Current Governance participants; Community representatives

Length

60-90 minutes

Pre-work

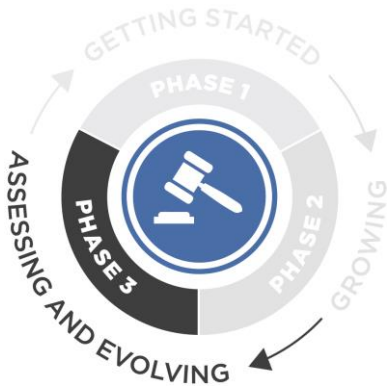
1. Select a few of the high-priority skills identified during the Succession Planning activity.
2. Group breaks into sub-groups with 2-3 representatives each
3. Each subgroup picks a skill to evaluate using the questionnaire on page 2
4. Submit the initial review to the larger group in advance so there is time to absorb ahead of the meeting

Activity instructions

1. As a group, review the questions below for 2-3 of the skills
2. Reach agreement on conclusion
3. Create action plan based on conclusion
4. Identify who will take on which of the specific tasks are outlined in the plan (e.g., draft communication, recruit new members, etc.)

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Activity adapted from <https://www.everyday-democracy.org/tips/how-recruit-dialogue-participants>



GOVERNANCE

Phase III: Evolving Governance



Activity 20: Developing a Plan to Expand Community Participation in Governance

Questionnaire

1. How many people do we want to recruit to bring about the improved skills coverage we are looking for?
2. What roles do those people currently hold at their home organizations?
3. Why would people from these groups want to participate? What might keep them from participating?
 - a. Consider results from [Activity: Recognition and Contributions](#) here.
 - b. How do we facilitate equitable representation – consider gender, geographic representation
 - c. Are there ways to alleviate barriers – can work be done remotely, asynchronously? Can the program support travel? Are global time zones a consideration? Can the program support people from a range of time zones?
 - d. Are there ways to support levels of participation – some lighter, smaller building blocks to participation that can provide pathways to longer, deeper participation?
4. What does the invitation to participate look like? How do we explain the roles/responsibilities we're asking someone to take on, and why it's important?
5. What is our outreach strategy?
 - a. In person / personal invitation
 - b. General outreach tools (website, mailing lists)
6. Who will be responsible for reaching out? Provide specific assignments to existing members of governance.
7. How can we use this opportunity to increase the diversity and equity of our governance?