

Montgomery College Participatory Governance Process

Planning, Governance, and Finance Category
Bellwether College Consortium Digital Binder



Virtual College Council Meeting

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Successful governance requires collaboration between the president, administrators, faculty, staff, and students.

CRITICAL ISSUE

Montgomery College's 2010 governance assessment identifies that governance lacked full representation from all College stakeholders.

Montgomery College (MC) is the largest community college in Maryland. More than 40,000 (credit and noncredit) students from the county and state—and 155 countries around the world—study at MC, making it one of the most diverse institutions in the United States. It has three urban/suburban campuses, three community engagement centers, and two training sites. ([Appendix 1: MC by the Numbers](#))

Founded in 1946, MC has had a governance system since the 1970s. The early governing bodies, the Faculty Senate and Staff Senate (representing full-time faculty and staff) provided crucial input into the College's decision-making process.

In the late 1970s, the state of Maryland gave employees the right to organize and collectively bargain. In the early 1980s, the full-time faculty elected to unionize, selecting the American Association of University Professors (AAUP) to be its bargaining representative. In late 1980, the College's administrative reorganization eliminated all vice president positions, flattening the organization. At the same time, the Academic Assembly replaced the Faculty Senate. The membership of this group consisted mainly of full-time faculty, with little representation from staff, administrators, and part-time faculty.

In the mid-1990s, nonprofessional support staff elected to unionize. The American Federation of State, County, and Municipal Employees (AFSCME) became their bargaining representative. In 2008, the part-time faculty unionized a third group, represented by the Service Employees International Union (SEIU). The representation was not aligned, and union and governance were intertwined without full representation from all constituency groups.

In 2010, after careful assessment of the governance system, then-president Dr. DeRionne Pollard raised

2010 Governance Assessment Outcome Identifies Need for Change

Montgomery College's governance process could not be defined as shared and participatory. There were:

- No Montgomery College Board of Trustees governance policies in place.
- No nonbargaining staff represented by the Staff Senate.
- No part-time staff and bargaining unit staff represented by the Academic Assembly.
- No governance roles for students.

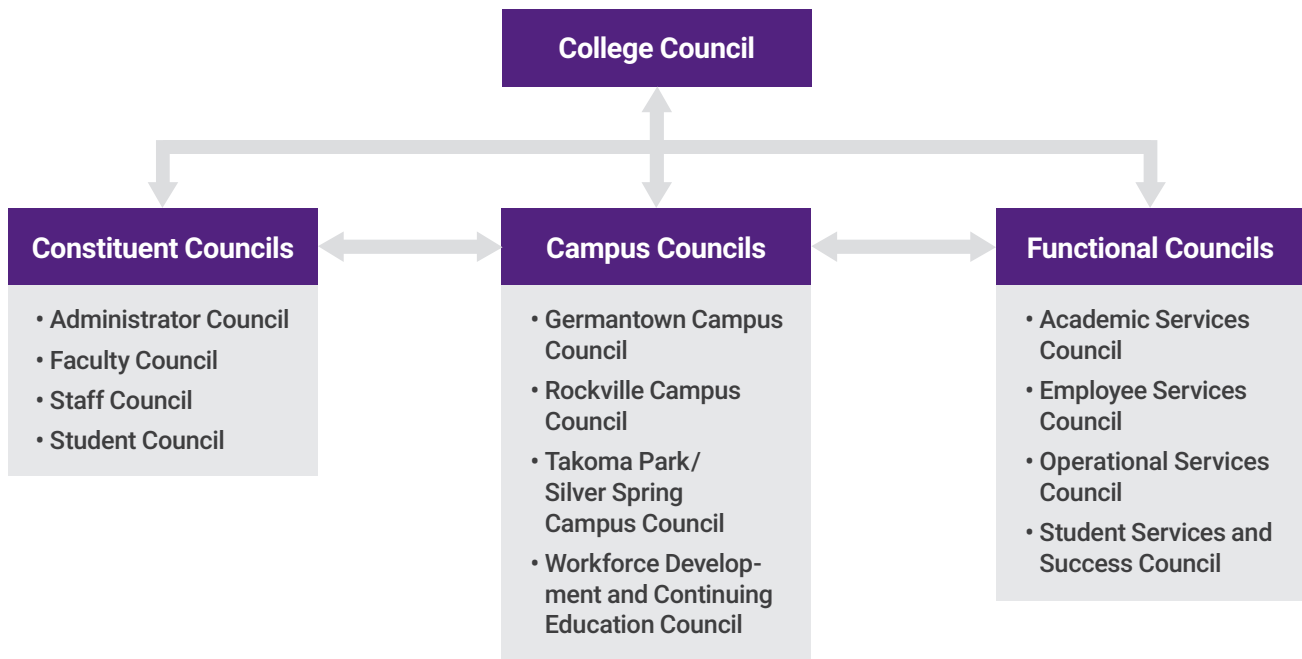
critical concerns requiring consideration (as outlined below):

1. There was no Montgomery College Board of Trustees policy on governance.
2. Three labor unions and governance processes were intermingled.
3. Staff Senate only represented nonbargaining staff.
4. Academic Assembly leadership consisted of full-time faculty; it did not represent part-time faculty or bargaining unit staff.
5. Administrators had limited roles; students had no role in governance.

It was difficult to define MC's governance process as shared—and certainly not participatory of all College stakeholders—with these issues.

ISSUE ADDRESSED

Participatory Governance Created for a More Inclusive System



To address the issue of establishing a governance process that considered the needs of all College stakeholders, Dr. Pollard appointed a task force to recommend a more inclusive and participatory governance system. These recommendations gave rise to a new system of governance.

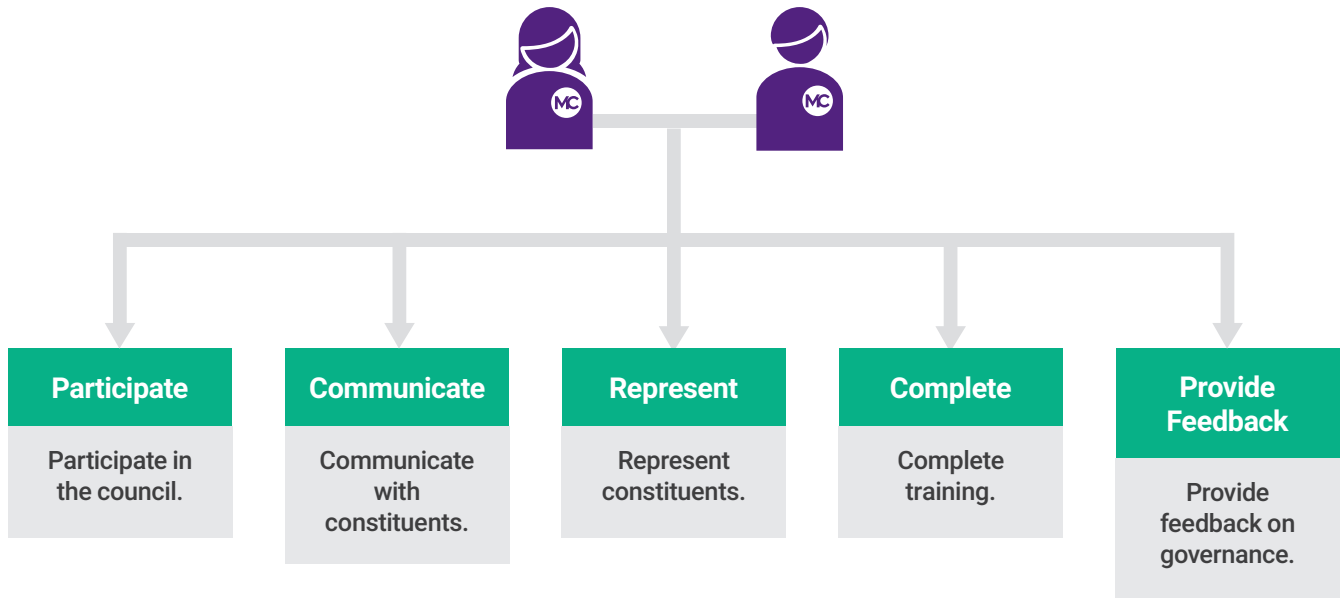
Dr. Pollard asked the Montgomery College Board of Trustees to develop and approve a policy defining a collegial governance system that aligned with the board's steadfast commitment to collaboration, communication, and inclusion. The board policy affords participation from all segments of the College. **(Appendix 2: Board of Trustees Policy)** In addition, the policy aligns with the governance standard of the Middle States Commission on Higher Education, which outlines that a governance system should have "decision-makers" and "goal setters" considering information from relevant constituencies. According to Montgomery College Board of Trustees policy,

"Participatory governance is a method of decision-making in which collegewide policies, procedures, and practices are recommended to the president of the College and the Board of Trustees.

A participatory governance system promotes open and honest communication among and between the constituencies that make up the College community. It seeks to maximize agreement among constituencies, and it provides mechanisms to assess its effectiveness."

Currently, Montgomery College uses this process to consider input from all sectors of the College community. Faculty, staff, administrators, and students have numerous opportunities to participate in governance. In stark contrast to the former shared governance model, in which the Academic Assembly gathered input from roughly 20 faculty members, the new participatory governance systems have more than tripled the involvement of College stakeholders. This totals more than 150 employees, from night shift maintenance workers to the highest level of administration.

Governance Council Member Expectations



Montgomery College’s participatory governance process model ([Appendix 3: Participatory Governance Model](#)) consists of 13 councils. The chairs, the leaders of each council, serve as members of the overarching College Council. The College Council elects a chair, vice-chair, and secretary each year. The College Council chair leads each meeting and assists the governance director with various aspects of governance. There are an average of 12 to 14 members per council. Each council elects a chair, vice-chair, and secretary. Specific councils have a resource person. For example, all campus councils have a library and an IT representative. Most council members are elected to a two-year term. Students are elected to a one-year term. All governance councils and subcommittee meetings are open to all College community members.

A plethora of information and details about the governance process are available on the [governance website](#). Three governing documents, the [Participatory Governance Constitution](#), the [Council Member Handbook](#), and the [Bylaws of Governance Councils of MC](#), outline governance procedures, the charge of each council and council membership, meeting expectations, and the nomination and elections process. These documents highlight the role and scope of governance. Also, they provide clear boundaries of what matters are appropriate and not appropriate for governance attention.

“I was excited by **the president’s commitment to governance**, and I think governance is one of the few venues within the College where important information is shared, and **feedback is welcomed and acted upon**. I appreciate a system that **gives everyone the opportunity to have a voice.**”

Feedback Received from Assessment Survey

Governance Process and Framework

The College Council is the body that officially moves recommendations to the College president. The president decides whether to accept and implement recommendations. Governance councils ensure decision-makers have the collective insight of students, faculty, staff, and/or

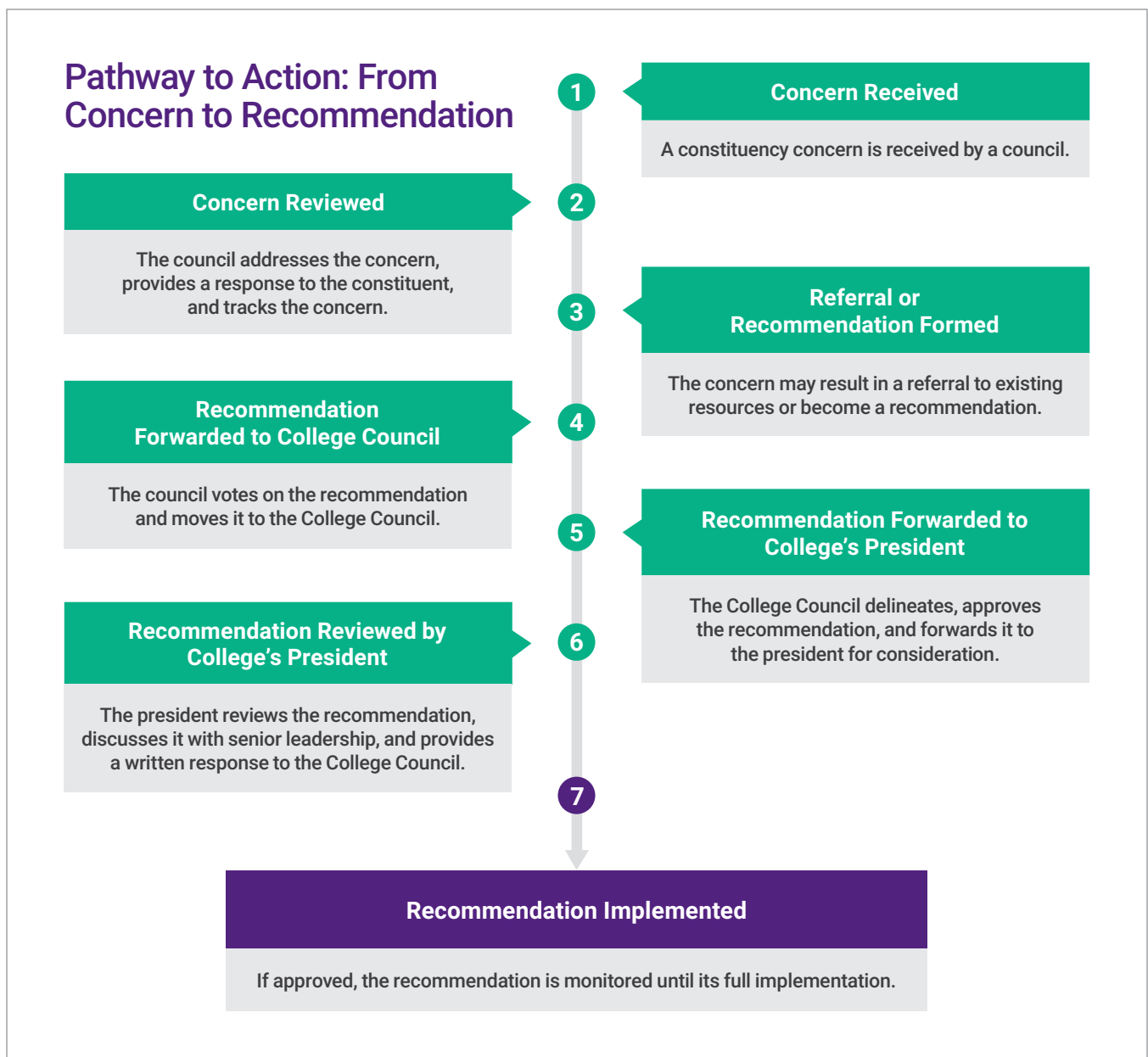
administrators. The governance director manages the governance process to ensure compliance with its governing documents.

The benefit of this process is that all voices are heard and considered, and MC’s promise of participatory governance is a service to the College, as listed below:

- Focuses on the mission of the College.
- Seeks to promote mutual success.
- Invites all members of the College community to be heard.
- Keeps constituents informed.

- Shares representative perspectives with leadership.
- Emphasizes communication, collaboration, and civility.
- Ensures that governance is a transparent and evolving process.

To ensure that all voices are considered, each council meeting provides time for a constituent to bring any concern to a meeting. The constituency concern may result in a referral to existing resources or information or a formal recommendation needing presidential actions. The pathway to action diagram below illustrates this process.



Governance Constituency Concerns

Not all issues at the institution warrant making a recommendation to the president for a change or adjustment to policy or practice. Some issues can be addressed using existing resources or providing constituents with information or referrals to the appropriate office within the College. Each council monitors concerns presented to the council to categorize and assess common trends. Each council is responsible for providing an answer to the constituency's concern in a timely fashion. Each council submits an annual report of all concerns and resolutions in the Constituency Report ([Appendix 4: Constituency Report](#)). Over the past three years, the decrease in constituency concerns indicate that we are improving as an institution in providing information to our employees across many platforms.

Decrease in Constituency Concerns Reflects Participatory Governance Effectiveness

144

Number of constituency concerns in 2019

70

Number of constituency concerns in 2020

65

Number of constituency concerns in 2021

55% ↓

Decrease in concerns when compared to 2019

Governance Recommendations

Any council can develop a recommendation and vote to move that recommendation to the College Council. Only recommendations voted and approved by the College Council move forward to the president for consideration. Each recommendation must be a thoughtful, well-researched idea providing adequate justification, including addressing the impact on students, institutional budgets, and equity and inclusion concerns. All recommendations are submitted using the MC Governance

Recommendation Report. ([Appendix 5: Governance Recommendation Template](#))

Since tracking began in 2016, the College Council has presented 59 recommendations to the president; only three recommendations have actions pending. The implemented recommendations speak to institutional improvements for our students and employees. Recommendations have resulted in enhancing existing operations, offering improved services to our students, and changing board policy—all of which have had a meaningful impact on institutional offerings and success. The governance website provides a [detailed listing of these recommendations by year](#).



Participatory Governance Assists in Improving College Operations

Participatory governance makes recommendations for institutional improvements affecting students and College operations.



All governance council members are required to complete training before they can serve on a council.

SUCCESSFUL IMPLEMENTATION

Specific mechanisms are in place to promote the successful implementation and continuance of MC's current participatory governance process, for example:

- Each council chair receives compensation to lead the individual council.
- The governance director is responsible for managing the governance process, which entails all training, leadership coaching, website development and maintenance, process infrastructure, recommendation development, and implementation monitoring. The governance director also updates the president and senior leadership regularly about governance events and recommendations.
- Governance council meetings are from August to May. All council meetings have a uniform meeting time and agenda, meeting minutes, meeting scripts, employ Robert's Rule of Order, and are held virtually.
- Each council sets yearly goals that align with institutional priorities outlined by the president.
- The recommendation process is effective and efficient, has a defined workflow process, and is seriously considered by the president and senior leadership. ([Appendix 6: Governance Recommendation Workflow](#))
- Monthly one-on-one meetings take place between the president and governance director as well as the president and College Council chair, and bimonthly planning meetings take place with governance leadership.
- Monthly academic senior leadership meetings include both the Faculty Council and Staff Council chairs.
- The governance process is used to populate key institutional committees related to faculty, staff, and equity and inclusion awards as well as all issues of high importance impacting student and institutional success.
- Mandatory training attendance for governance membership and ongoing training updates at monthly meetings.

DOCUMENTED OUTCOMES



Participatory Governance is Well Received

79%

Percentage of employees who believe there are sufficient governance participation opportunities

61%

Percentage of faculty who believe they are involved in decisions for the College's education programs

40% ↑

Attendance increase at governance meetings after being made virtual

63%

Percentage of employees who voted during the governance elections

Participatory governance at Montgomery College continues to be a conduit of information and input to the president and senior leadership about the concerns of MC's constituencies. Also, the governance process remains a channel to share the College's institutional decision-making and plans. Establishing and maintaining transparent lines of communication have been critical in this remote environment. In spite of a global pandemic and remote teaching, learning, and working, we maintained a high level of activity—and have made substantial progress.

Participatory governance is well received at MC, as evidenced by the biannual College survey results that included two questions about governance:

1. 79% of College employees believe there is sufficient opportunity to participate in College governance.
2. 61% of faculty members believe they are appropriately involved in decisions related to the education program (e.g., curriculum development, evaluation).

Governance continues to uphold—and enhance—its intended purpose as outlined in the Board of Trustees policy, Montgomery College 11004. (Appendix 2) The participatory governance model works at Montgomery College because the institution continuously solicits input and includes collective insights into institutional decision-making. During the pandemic, governance provided a proven framework to seek input and disseminate information in a thoughtful and deliberate manner.

Several examples of successful initiatives are listed below:

1. Implemented many recommendations, leading to student success and institutional improvements.
2. Maintained continuity and order with all governance council meetings and training via Zoom.
3. Increased attendance in governance meetings by 40% due to the virtual environment.
4. Increased participation in governance elections resulted in 63% of College employees voting in the election.
5. Provided numerous meeting spaces for presentations and opportunities for discussion about College decision-making related to the pandemic.
6. Maintained ongoing assessment that informed governance enhancements and student input.

In addition, the institution fosters a culture of engagement and participation (Appendix 7: Levels of Engagement) at every level. These are documented outcomes:

Governance and the Board of Trustees

The Board of Trustees invites governance to participate in a Constituent Conversation. These conversations involve prereadings and relate to a critical higher educational topic.

Recently, the Board of Trustees and governance explored the future of work. Because of the pandemic, these meetings were held via Zoom. The board engaged with the College Council chairs to provide a forum for sharing COVID-19 stories. The board made it a priority to listen to—and understand—the authentic experiences (triumphs, tribulations, and testimonies) of our faculty, students, and staff, who taught, learned, and worked remotely throughout the pandemic.

First, when hiring a new president, the Board of Trustees engaged governance several times during the process. Second, they held meetings with the College Council to gather additional input regarding the presidential search and they informed the College Council of progress during the presidential search. Lastly, they informed the College Council of progress during the presidential search. And they arranged a meeting between the College Council and the incoming president.

Governance and the President and Senior Leadership

The president actively engages in participatory governance by attending various council meetings, requesting input on critical College matters. For example, the president shared with the College Council the significant initiatives outlined in the document, *Anchoring Transformation: Catalyzing Our Community*. The council chairs solicited their constituencies' feedback on critical goals in the document, which addressed the institution's focus as it transitions to a post-pandemic environment. As a result of sharing this information, governance provided an extensive written

collection of responses, along with an executive summary report, to the president and the senior leadership team.

Senior leadership serves as a liaison on each council. Their institutional knowledge and experience are invaluable in helping individual council chairs navigate institutional practices to ensure council input is an integral part of the decision-making conversation. Also, all campus vice presidents and provosts routinely attend campus council meetings. They provide updates regarding campus facilities, campus programming and planning, and matters of importance for each campus.

Governance and Students

Montgomery College's vision statement reads: *Montgomery College will be a national model of educational excellence, opportunity, and student success. Our organization will be characterized by agility and relevance as it meets the dynamic challenges facing our students and community.* (Appendix 8: Mission and Vision Statement) Governance honored this vision by engaging with a cross-section of credit and noncredit students in various ways. Biannually, governance devotes time at one of the College Council meetings to engage in a panel discussion with students.

Participatory Governance Listens to Constituents

250

Constituency concerns addressed in the previous three years

59

Recommendations approved or addressed by the College's president since 2016

Approved recommendations include offering flu shots, increasing library hours for students, offering student shuttle services, and providing more HR communications to employees.



All councils continued to hold all meetings via Zoom during the pandemic.

The responses to the panel discussion were invaluable. Governance provided a summary of student input to senior leadership to ensure that it received attention at the institution's highest levels. Additionally, many councils developed goals pertaining directly to students and their success.

Governance and College Committee Involvement

The College often seeks governance representation to obtain input from all College stakeholders. This input is evidenced in the number of critical institutional committees in which governance is a part of committee membership. Documenting this committee work is essential. Sometimes, MC stakeholders say their voice is not heard. However, the governance office tracks the number of committees seeking governance representation. In the last academic year, governance sat on 13 committees, proving that stakeholder voices and input are solicited—and considered—in institutional decision-making.

Governance Nominations and Elections

Governance is an inclusive process as evidenced by increased voter participation. Governance during the pandemic proved the College could conduct successful nominations and elections, even while working remotely, through the use of technology. Governance conducted several virtual information sessions and used social media and other in-house media platforms to help engage the College community.



Governance Assessment

The governance office values assessment and ensures that assessment is systematic and ongoing, not episodic. Evaluative feedback is solicited at least three times a year: 1) after the fall semester professional week governance training, 2) after the end of the first semester, and 3) at the end of the academic year. These assessments facilitate improvement of governance. Collected feedback often includes helpful suggestions such as inviting a student panel to council meetings, increasing collaboration among councils, and expanding governance training. Survey results from governance training indicated that training was very successful. With a 70% response rate, nearly 90% of respondents agreed or strongly agreed that training was helpful for new and returning governance members. End-of-the year survey comments are provided in [Appendix 9: Sample Survey Comments](#).

Election Nominations From 2019–2021 Demonstrate Increased Engagement with Governance

1,444

Number of nominations in 2019

1,753

Number of nominations in 2020

1,943

Number of nominations in 2021

26% ↑

Increase in nominations when compared to 2019

MC GOVERNANCE NOMINATIONS AND ELECTIONS

Nominations: February 26 - March 10 | Elections: March 29 - April 9

NOMINATE YOURSELF AND HAVE YOUR VOICE HEARD

Watch *Role of Governance at MC* video to see the impact you'll have in governance.

There are thirteen governance councils at the College. Attend one of the council meetings to become familiar with the governance process.

For more information, visit the [Governance's website](#) or email.

MC MONTGOMERY COLLEGE

Visit montgomerycollege.edu/mcgobernance

SHARED LESSONS

Montgomery College respects the process of—and encourages the practice of—participatory governance. It is a model of excellence and it best exemplifies how to incorporate input from all College stakeholders into institutional decision-making. Using the participatory governance process, the president and senior leadership gather feedback and use the process to communicate to all community stakeholders about College planning and significant institutional developments. Consistent adherence to this model and its process is one of the reasons for its tremendous success.

Participatory governance remains an outstanding and meaningful professional development opportunity for all its members, as expressed in this [governance video](#). Continuous improvement to governance training will enhance each participant's experience. The greatest lesson learned is the need for ongoing comprehensive training. Participatory governance is open to all employees as long as they have been an MC employee for at least nine months. Students, credit and noncredit, are welcome at any time. As a result, some participants may have limited knowledge of the institution while other participants may have only worked in one department or academic area over many years. To help prepare governance members for service, a governance competency badging process was created ([Appendix 10: Governance Competency Badging](#)) and it consists of four modules:

- 1. Module One: All About Governance.**
- 2. Module Two: Robert's Rule of Order.**
- 3. Module Three: Know the College.**
- 4. Module Four: Leadership, Learning, and Listening.**

The competency badging process provides fundamental knowledge regarding MC governance principles and processes and information needed to be an effective and efficient council member or leader. This is a major accomplishment. In summer 2021 via the Workday platform, governance began offering to the College community round-the-clock, self-paced, online course modules for governance competency badging. Participants receive a certificate after each completed module. When all four modules are completed, participants earn a credential badge. This competency training was devel-

oped working with the College's professional development office and was created at no additional cost to the institution. So far, 52 employees have completed the first two modules. Beginning in fall 2022, competency badging will be required of those who hold a council office (chair, vice-chair, or secretary) in governance.

Any institution wanting to replicate this governance model should develop an initial training session outlining expectations and timelines. The governance office conducts one full-day training session during fall professional week and ongoing refresher trainings throughout the year. Because of the College's large number of councils, it is imperative that all councils have uniform processes and practices. The College's governance model could be scaled and replicated at a variety of higher education institutions because of the number of available templates and infrastructure documentation.

All governance documentation is available via a robust governance Blackboard community site, which helped move training to a paperless environment. All council meetings are held virtually. The Blackboard site serves as a ready reference to all governance members who need information about the process. All meeting templates, training materials, and a repository of the council meeting presentations are housed on this site.

A successful governance process cannot operate without leadership. The president must endorse, engage, and use the process to seek input and to inform all College stakeholders. It must become a part of the institution's fabric and there must be evidence of its consistent use. The process also requires management by someone who understands how to effectively lead people and operationalize a complex process, thus the need for a governance oversight position or director.

Lastly, transparency is important. Implementing an understandable process—in which all are welcome to participate—is paramount. At Montgomery College, all governance information is available on the governance website as well as an inquiry form for any questions. Dedicated email mailboxes for each council are available. Posting council meeting dates and meeting invitations are routine. All this helps to create a truly participatory governance process at Montgomery College.


APPENDIX 1: MC by the Numbers

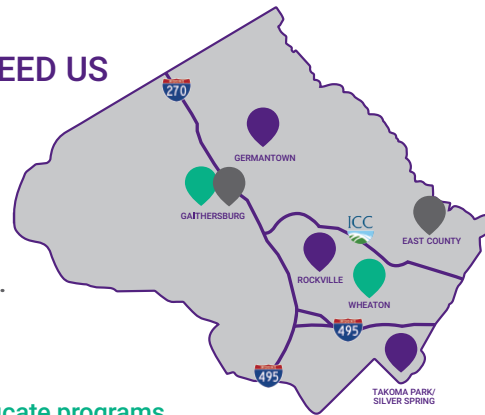
MONTGOMERY COLLEGE BY THE NUMBERS

49,168
Credit and Noncredit
STUDENTS

Maryland's largest
community college

WE'RE WHERE YOU NEED US

- 3** – Campuses
- 2** – Training Sites
- 2** – Community Engagement Centers
-  – Online



24%

MC students who
receive Pell grants
(federal financial aid)

\$27,238

Average household income for
federal Pell grant recipients

140

Degree and certificate programs

From mechanics to engineers and lab bench workers
to scientists: **we fuel the economy**

78%

Students of color

Student community
reflects today's
Montgomery County

\$5,322

annual tuition & fees

The most affordable
higher education option
for county residents

48%



Montgomery County Public
Schools graduates who stay
in state for college **attend MC**

9

Faculty members named
Maryland Professor of the Year
quality in classrooms

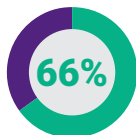
160

Countries represented*



44%

New full-time students who
graduate or transfer within
3 years of entering MC



MC students
who attend
part time*



24

Average
student age*

OUR MISSION

We empower students to change
their lives, and we enrich the
life of our community. We are
accountable for our results.



*credit students

APPENDIX 2: Board of Trustees Policy

POLICY Board of Trustees - Montgomery College

11004

Chapter: Board of Trustees

Modification No. 001

Subject: **Governance**

- I. The Board of Trustees has the responsibility for governing Montgomery College. The Board of Trustees is committed to the collegial principle of governance that serves as the means and actions by which the Board and the College as a collective entity engage in a participatory decision-making process to decide matters of policy, oversight, operations, and strategy. The Board of Trustees is the ultimate authority in regard to and accountable for an inclusive and effective governance system. The Board may delegate to the President portions of that authority at times deemed appropriate by the Board.
- II. The Board of Trustees believes that effective governance is achieved in the spirit of cooperation, collaboration, civility, respect and collegiality, and involves all levels of the College including students. It promotes inclusiveness and gives opportunity for a unified effort in ensuring the achievement of the College's vision and mission through sound and current policies and operating procedures. The Board of Trustees further believes that students' educational experiences are made more lasting and relevant in a collegial environment of communication, collaboration, civility, respect and professionalism that studies have shown can be enhanced by an effective institutional governance structure.
- III. The governance structure at Montgomery College shall be guided by the following general principles:
 1. All decision-making is based on a shared understanding and recognition that Montgomery College exists to support the comprehensive mission of student success at all levels.
 2. All constituent groups within the College have a vested interest and a role in ensuring that the College fulfills the mission under the authority and direction of the Board of Trustees and under the leadership of the President.
 3. Participatory governance is a method of organized and collegial interaction in which faculty, staff, students, and administrators participate in thoughtful deliberation and the decision-making process, leading to recommendations made to the College President, who represents the administration of the College as an agent of the Board of Trustees.
 4. Mutual agreement is the goal to be achieved through active participation and collegial interaction by all constituent groups.
 5. The most effective means of developing policies and procedures is to provide opportunity for involvement by the constituent groups affected by the implementation of these policies and procedures.
 6. Representatives of constituent groups involved in the participatory governance process have the responsibility of keeping their respective groups informed of the proceedings and recommendations of governance groups.
 7. Individuals not serving as representatives have the opportunity to share concerns with the elected representatives of their constituent groups, with the anticipation that their views will be represented in governance councils, committees, and task forces.
- IV. The President is authorized to develop procedures to implement this policy.

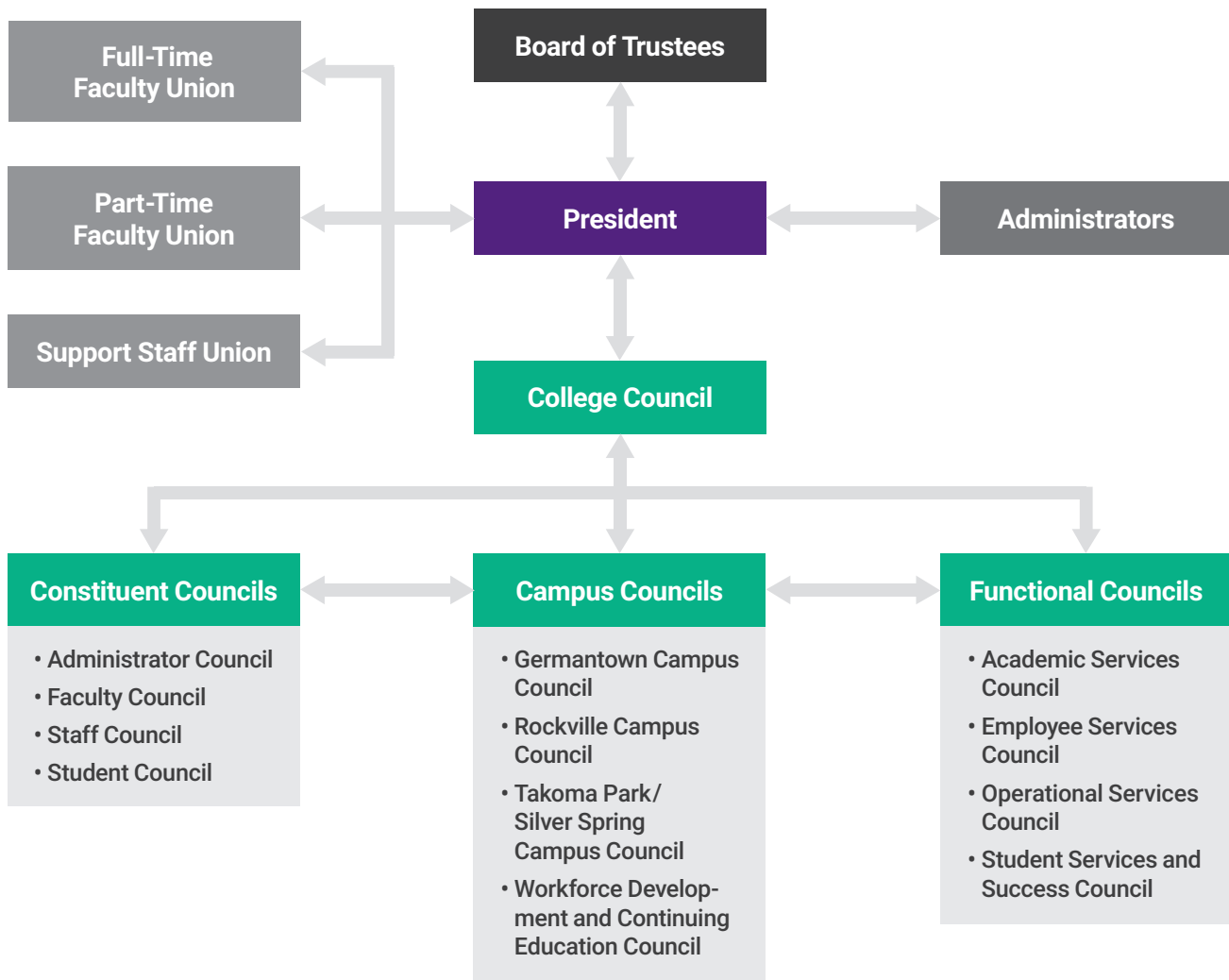
Board Approval: December 13, 2010.

APPENDIX 3: Participatory Governance Model

Montgomery College’s participatory governance system includes four constituent councils (Administrator, Faculty, Staff, and Student), four campus councils (Germantown, Rockville, Takoma Park/Silver Spring, and Workforce Development and Continuing Education), and four functional councils (Academic Services, Employee, Operational Services, and Student Services). The chairs lead each council and serve as members of the overarching College Council. There are a total of 13 councils. Each council serves to represent its constituents and to share recommendations and input to the College’s president and senior leaders. Routinely, the president and senior leaders share

information and seek input from the College community via the College Council.

Each council has a senior College leader (liaison) who works closely with the Council to advise and to provide historical reference between the College and the Council. The College Council officially moves recommendations to the College’s president. The president then decides whether to accept and implement the recommendations. Governance councils help ensure decision-makers have the collective insights of students, faculty, staff, and/or administrators. The governance director manages the participatory governance process.



This graphic includes union representation and administrators, depicting other groups who have opportunities for input into decision-making.

APPENDIX 5: Governance Recommendation Template

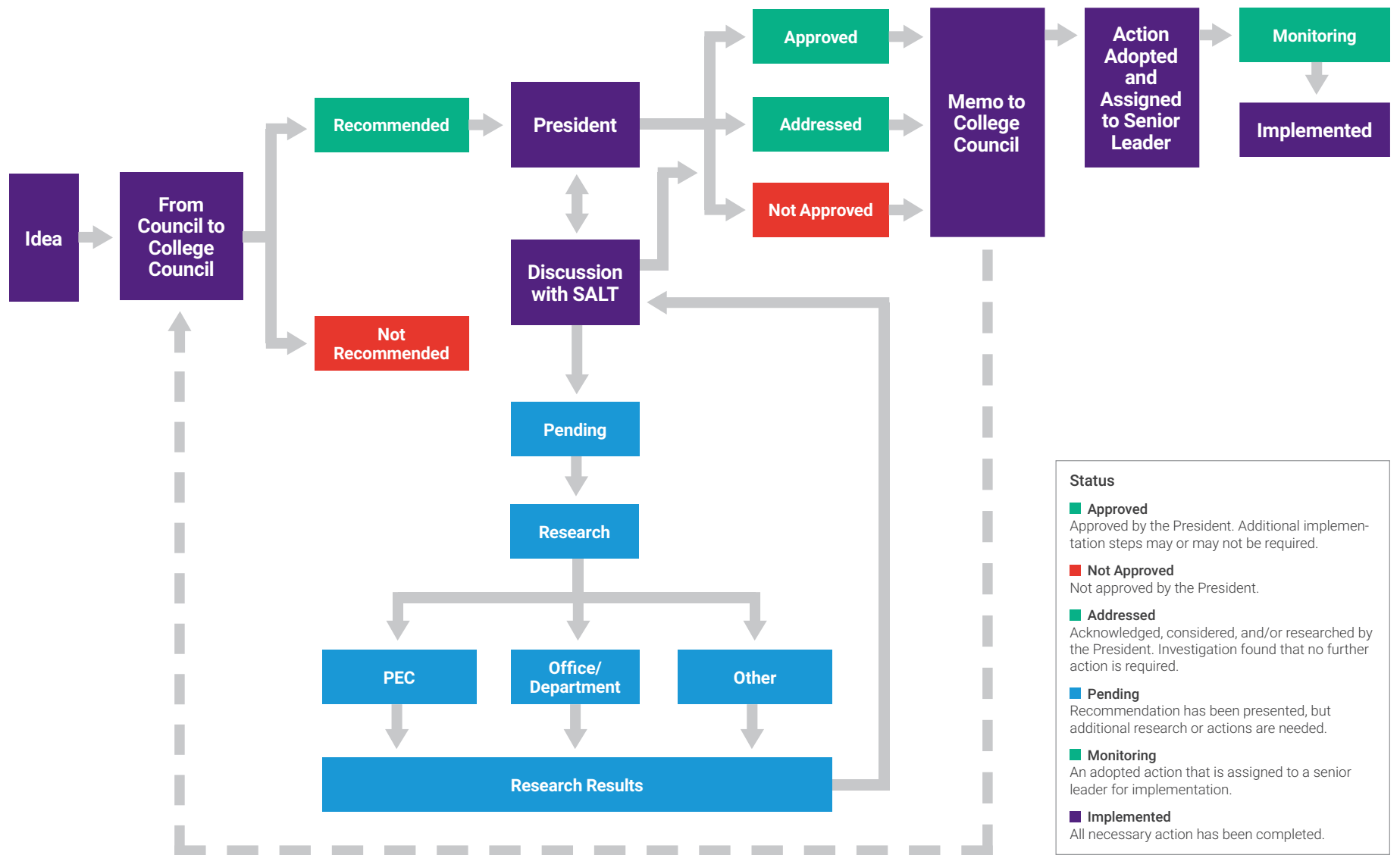
MC GOVERNANCE

Governance Recommendation Form

Recommendation Title:
Council Name submitting the recommendation: _____ Council Chair: _____
Date approved by the originating Council:
Date recommendation reviewed by College Council:
Recommendation presenter name:
Part A: (Completed by the originating council)
Recommendation Issue or Concern: <i>(Provide background reasoning or justification and any research findings or supporting documentation for recommendation.)</i>
Resolution: <i>(Statement of desired outcome)</i>
Student Impact: <i>(Explain the impact of this recommendation on MC students.)</i>
Economic Impact: <i>(Explain cost factor or any economic impact of this recommendation. Council should work with Council Liaison to research the economic impact of the recommendation.)</i>
Equity and Inclusion Impact: <i>(Council should contact the Office of Equity and Inclusion, Ms. Sharon Wilder to ascertain a statement of equity, and inclusion impact.)</i>
Part B: (Completed by the College Council)
Proposed Motion: <i>(Statement of the motion by College Council)</i>
Final Disposition of Recommendation: <i>(Complete once decision is made by College Council)</i>

MC Governance Recommendation Form: 2021

APPENDIX 6: Governance Recommendation Workflow



APPENDIX 7: Levels of Engagement

MC GOVERNANCE

Levels of Engagement with Governance and College Leadership

The levels of engagement is a framework for thoughtful decision-making. It seeks input for College stakeholders using the governance process. The type of governance involvement on an issue depends the opportunity for input that leadership solicits from the College community based on whether a decision is made or pending.

Inform: Leadership informs stakeholders of decision. The promise is to keep stakeholders informed so they can understand what is taking place and communicate the decision to others. Minimal to no input is required or solicited.

Example: College leadership informs governance of a federal or state mandate that the College must adhere to.

Consult: Leadership asks for input relevant to a pending decision or action at specific points in the decision-making process. The promise is to consider input.

Example: Governance input was sort on Equity and Inclusion Project. Project was presented at all thirteen councils.

Involve: Leadership involves one or more governance council from the beginning of the decision making process with multiple opportunities for input. The promise is to consider input and include representatives' perspectives to a larger degree than consult.

Example: Governance representation included in the MC 2020-2025 Strategic Planning Project.

Collaborate: Leadership engages governance in all key aspects of the designing a solution. Consensus is not required, but the promise is that governance recommendation will weigh heavily in the final decision.

Example: Governance representation included in all five standard subcommittees for the review of MC's Re- Accreditation Process.

Empower: Leadership provides governance with the opportunity to decide among possible choices and resources to make an informed decision. The promise is to implement the recommendation as much as feasible.

Example: Governance taskforce assigned to develop recommendations for Credit and Non Credit Student Activities.

APPENDIX 8: Mission and Vision Statement

MONTGOMERY COLLEGE

OUR MISSION

We empower
our students to change their lives, and
We enrich
the life of our community.
We are accountable
for our results.

OUR VISION

With a sense of urgency for the future, Montgomery College will be a national model of educational excellence, opportunity, and student success. Our organization will be characterized by agility and relevance as it meets the dynamic challenges facing our students and community.

OUR VALUES

excellence | integrity | innovation | equity and inclusion | stewardship | sustainability

Adopted by the Montgomery College Board of Trustees, June 20, 2011 • Amended February 22, 2021

APPENDIX 9: Sample Survey Comments

MC GOVERNANCE

SUVERY FEEDBACK Feedback Comments and Responses (2019-2021)	
Survey Question	Survey Responses
What worked well in governance?	<ul style="list-style-type: none"> • Communication, great collaboration, congeniality, respect for one another, and timeliness worked well. • Communicating directly with all council members worked well. • Working with the Academic Advisory group and being able to reach out directly to administrators worked well. This allowed for some quick problem-solving.
What improvements would you suggest?	<ul style="list-style-type: none"> • I suggest to continue Zooming—it enabled governance to expand when, given the circumstances, should have receded, but instead it made governance more accessible. • I suggest more sharing of goals. • I suggest creating an online form to receive suggestions or constituency comments.
What did you learn about the institution as a result of participating in governance?	<ul style="list-style-type: none"> • I learned that the College is dynamic and resourceful and always seeking new ways to improve and work together to achieve its mission. • I learned that the functioning of MC is multifaceted and everyone plays a role. • I learned that our institution is solid and we work with any crisis. There are many points of view, but the care for our students is genuine. • I learned that governance helped me understand others' perspectives more clearly.
What do you need for better performance?	<ul style="list-style-type: none"> • I need improved training in Robert's Rules and I have suggested structures around facilitating meetings. • I need a way to reach students on campus.

MC Governance: Survey Feedback Comments: 2019-2021

APPENDIX 10: Governance Competency Badging

MC GOVERNANCE
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Modules Three and Four are available in the fall semester

If you have any questions, contact Dr. Clevette M. Ridguard
Governancedirector@montgomerycollege.edu