

Participatory Governance at the College of Southern Maryland

March 23, 2022

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I. INTRODUCTION

MISSION, VISION, AND VALUES

MISSION STATEMENT

The College of Southern Maryland enhances lives and strengthens the economic vitality of a diverse and changing region by providing affordable postsecondary education, workforce development, and cultural and personal enrichment opportunities.

VISION STATEMENT

CSM will be the region's first choice for accessible, inclusive, and innovative education that transforms communities.

INSTITUTIONAL VALUES

The following institutional values guide our actions as members of CSM.

- Collaboration – We are stronger when we work together.
- Equity – We provide each individual with the opportunity, resources, and access need to be successful.
- Excellence – We commit to high standards and clear expectations.
- Inclusivity – We respect contributions and differing abilities of everyone, providing space for all.
- Innovation – We value creativity and ingenuity, embracing new ideas and perspective.
- Integrity – We are transparent and honest.
- Respect – We treat others with dignity.

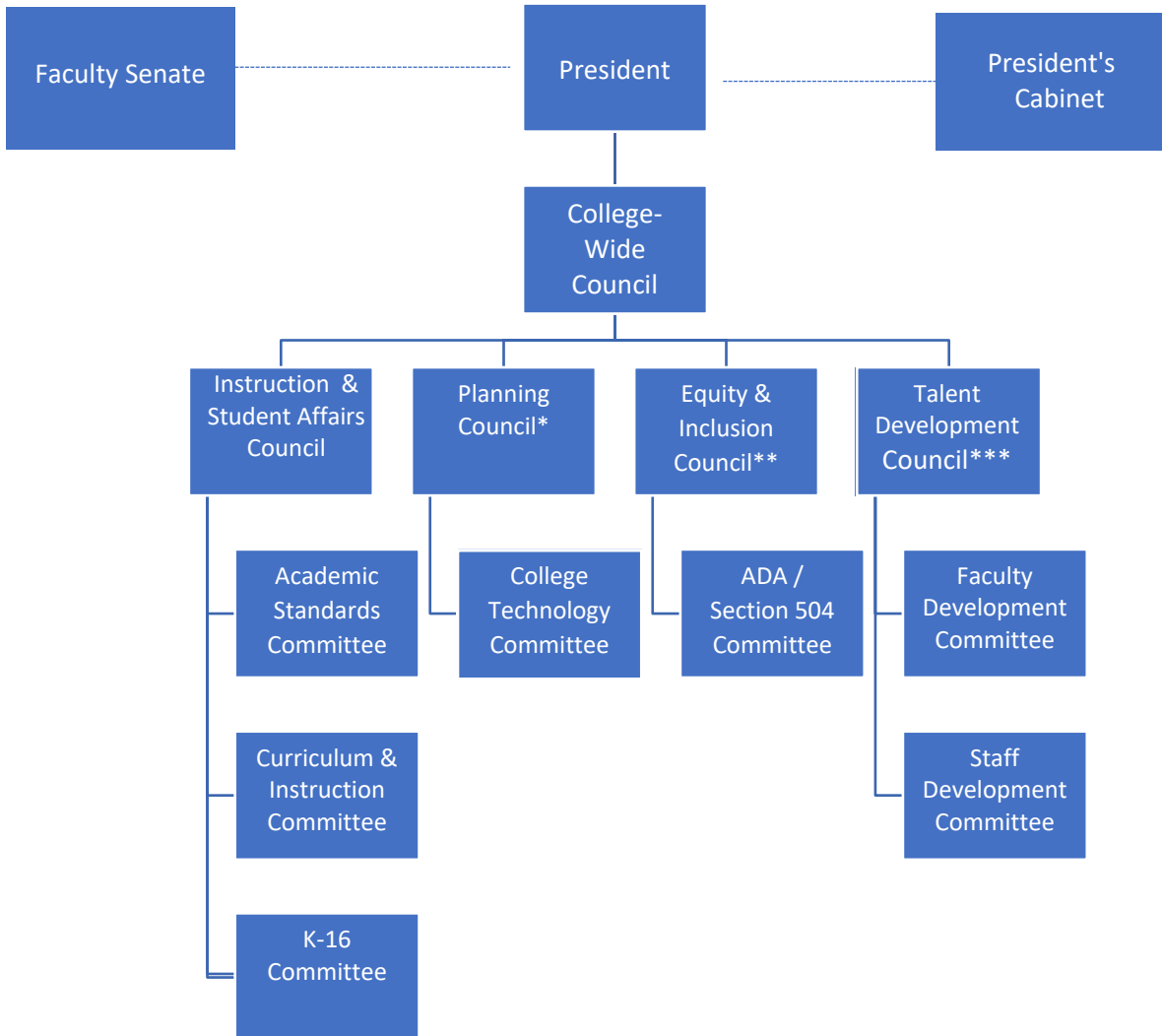
PARTICIPATORY GOVERNANCE

Participatory governance allows individuals within the college community to have a voice in decisions that affect them. It is designed to lead to effective participation in decision making that unites all parts of the college and draws upon the strength of diversity.

Participatory governance engages students, faculty, and staffing decisions that advance the college's mission. This system is founded on mutual trust and respect, and requires honesty and openness, thereby assuring the best decisions regarding the operations of the college.

Participatory governance at CSM provides an environment for the college community to engage in meaningful dialogue over how to carry out the college's strategic plan, mission, and values. The structure consists of clear pathways of communication.

II. COLLEGE OF SOUTHERN MARYLAND GOVERNANCE STRUCTURE



COUNCIL CHARTERS

College-Wide Council Charter

Purpose:

The College-Wide Council is responsible for creating connections among internal stakeholders of the College of Southern Maryland, to help promote communication among the wider college community, coordinate the participatory governance processes, and ensure input from all areas of the college.

Scope of Responsibility: Reporting to the President, the College-Wide Council will foster improved communication within the college to ensure smooth implementation of new ideas, provide accountability and ensure follow through.

Membership:

- President's Cabinet Member, convener
- Representative from Senate Executive Board for Faculty Senate, convener
- Chief of Staff, Office of the President
- Secretary (appointed to the CWC by the conveners)
- Chair and Co-Chair of each council: Instruction and Student Affairs Council, Planning Council, Equity and Inclusion Council, Talent Development Council.

Terms

- Staggered two-year terms for Chairs/Co-Chairs of each Council
- Rotating three-year terms for Convener's and Secretary
- Permanent appointment for Chief of Staff

Meeting Schedule

Regular College-Wide Forums

- Zoom meetings with presentation by committees regarding current initiatives
- Available in Zoom Rooms and desktop streaming
- Open to ALL college employees
- Will be recorded
- Each forum will have online feedback opportunities

Monthly College-Wide Council meetings (August-December, January-June)

- Policy review
- Discussion of presented initiatives and college-wide feedback.
- Recommendations for next steps

Monthly Agenda-Setting Meetings for College-Wide Council and Forum

- Members: Governance Co-Chairs and Chief of Staff
- Purpose: to ensure all appropriate and pertinent requests and issues are addressed
- Timeline: one week before regular College-Wide Council meeting

College Planning Council Charter

Purpose:

The College Planning Council is responsible for the development and implementation of the college's overall planning efforts, ensuring integrated planning and alignment with the college's mission and Institutional Strategic Plan.

Duties:

1. Regularly review and monitor completion of goals and objectives outlined in college planning documents.
2. Monitor program review processes.
3. Update and publish an annual college planning calendar and review all plans to ensure integration of all areas of college planning to include:
 - a. Institutional Strategic Plan
 - b. Equity Plan
 - c. Unit Plans
 - d. Division of Learning Program Review
 - e. Student Equity and Success Program Review
 - f. Operations and Planning Program Review
 - g. MSCHE accreditation
 - h. Achieving the Dream Action Plan
 - i. Institutional Survey Cycle
 - j. Budget Development Process
4. Review all college plans for alignment with the Institutional Strategic Plan and make recommendations to the College-Wide Council for recommendation to the President.
5. Review all budget enhancements for alignment with the Institutional Strategic Plan and make recommendations to the President's Cabinet for approval.

Membership:

9 voting members from Division of Learning, Division of Financial Services, Division of Human Resources and Organizational Development, Division of Operations and Planning, and the Division of Student Equity and Success comprised of faculty, staff, and administrators. There will also be an *ex officio* student member.

Equity & Inclusion Council Charter

Purpose:

The Equity & Inclusion Council is responsible for the development of a college-wide strategy for increasing equity and inclusive diversity at the College of Southern Maryland.

Duties:

1. The committee shall review data and recommend strategies, action plans, activities, and benchmarks for achieving equity and inclusion in student and employee recruitment, belonging, retention, and success. These recommendations shall be set forth in three- to five-year CSM Equity Plans.
2. The committee shall review annually the College's progress in achieving objectives and benchmarks set forth in CSM Equity Plans.
3. The committee shall review, evaluate, and recommend improvements to college policies and practices pertaining to recruitment and hiring, academics, professional learning, evaluation and promotion, student and employee conduct, and marketing and outreach, to increase equity and inclusion in these areas.
4. The committee shall recommend and evaluate curricular and co-curricular programs and activities that promote equity and cultural competence.
5. The committee shall coordinate its efforts with appropriate College units.
6. The committee shall normally meet bi-monthly during the academic year. Meetings shall be open to all CSM students, faculty, and staff, although only committee members may vote on committee matters.

Membership:

12 voting members from Division of Learning, Division of Financial Services, Division of Human Resources and Organizational Development, Division of Operations and Planning, and the Division of Student Equity and Success comprised of students, faculty, staff, and administrators. There will also be 1-3 *ex officio* student members.

Instruction and Student Affairs Council Charter

Purpose:

The Instruction and Student Affairs Council is responsible for educational policy, student services and welfare ensuring an environment that supports student satisfaction, completion, and student outcomes while fostering equity.

Duties:

1. Educational policy-including admissions requirements, instructional quality, curriculum, degrees, research, educational technology, distance learning, Achieving the Dream, and High Impact Practices
2. Student services and welfare-including food services, mental health services, safety, extracurricular activities, athletic programs, and policies governing student discipline and student.
3. Develop educational priorities and objectives while ensuring that the college's educational programs are consistent with CSM's mission and institutional strategic plan.
4. Ensure that the institution's educational programs are appropriate for its students, and that students are served well by the Provost of the Division of Learning to take to the Board for Final approval.
5. Ensure that the institution assesses the effectiveness of its educational programs on a regular basis and takes steps to continuously improve programs based on objective evidence about effectiveness and outcomes.
6. Review and make recommendations to the Board on the approval, suspension, or elimination of degree programs at the college for the Provost of the Division of Learning to take to the Board for Final approval.
7. Assist in setting college-wide co-curricular programing which supports and enhances the student experience outside the classroom.
8. Ensure that the Division of Learning and Student Equity and Success policies and procedures support student satisfaction, completion rates, and student.
9. Ensure that the range of services available to the student community is reflective of CSM's commitment to equity.

Membership:

12 voting members from Division of Learning, Division of Financial Services, Division of Human Resources and Organizational Development, Division of Operations and Planning, and the Division of Student Equity and Success comprised of faculty, staff, and administrators. There will also be an *ex officio* student member.

Talent Development Council Charter

Purpose:

The Talent Development is responsible for the development of a college-wide strategy for the professional learning and development of all employees at the College of Southern Maryland.

Duties:

1. The council shall review data and recommend strategies, action plans, activities, and benchmarks for providing quality professional learning opportunities for employees, including professional learning paths and programs for various employee groups.
2. The council shall monitor and assess the effectiveness of the College's talent development strategies and objectives and recommend improvements.
3. The council shall ensure that College policies and practices pertaining to interviewing and hiring, on-boarding, ongoing training, evaluation and promotion, and leadership training, enrich and strengthen professional learning and development throughout the employee lifecycle. The council may recommend the creation of new policies or revision of existing policies accordingly.
4. The council shall assist in setting employee competencies, defining the ideal CSM employee, and ensuring that professional development strategies and programming align with those competencies and the Institutional Strategic Plan.
5. The council shall normally meet bi-monthly during the academic year. In Fall 2020 (its inaugural semester) it shall meet monthly in September, October, and November. Regular meetings of the council will be open only to council members and invited CSM community members. The council will periodically host public meetings open to all CSM students, faculty, and staff, although only council members may vote on council matters.

Membership:

12 voting members from Division of Learning, Division of Financial Services, Division of Human Resources and Organizational Development, Division of Operations and Planning, and the Division of Student Equity and Success comprised of faculty, staff, and administrators. There will also be an *ex officio* student member.

ROLES OF COUNCIL MEMBERSHIP

For governance to work, members of the college community must participate and collaborate in various ways. Further, committees and councils provide opportunities for members to hold offices and specialized roles.

The Bylaws describe the established roles of governance at CSM:

III. GOVERNANCE PROCESSES

NOMINATIONS AND ELECTIONS

Governance requires specialized roles and designated officers. One of the most prized processes in CSM's participatory governance is the democratic process of voting for leaders and representatives for committees and councils.

The Bylaws clearly explains how Council members should nominate and vote for their officers:

COMMUNICATION

The Board of Trustees of the College of Southern Maryland has delegated the responsibility for the management and operation of the college to the President. The President has the final authority in decision-making but has commissioned the participatory governance bodies to freely communicate, investigate, and make recommendations on how CSM decides to carry out its mission, vision, and values.

Communication at CSM occurs vertically and laterally and is integral to a well-functioning governance structure. Vertical communication may consist of recommendations that flow up from participating individuals to Committees, to Councils, and then onto the College-Wide Council which then determines if continued communication to the President is needed. CWC then reports decisions and directions to the college-wide community by reversing the order of the chain of communication and by utilizing college-wide forums. For example, the Talent Development Council, after careful consideration, may present its recommendations for updating the language of a specific human resources policy to the College-Wide Council who presents it to the President. Responsiveness and clear information from all levels of the governance structure is indispensable to the success of participatory governance.

Lateral communication is similarly important and occurs when members from different committees and councils dialogue with and gather information from others working outside of their organization's commission. Such communication may occur when, for example, the Inclusion and Equity Council requests information from Instruction and Student Affairs to inform an investigation on a specific policy pertaining to syllabi requirements. Teamwork and responsiveness among committees, councils, and other organizations are also indispensable to the success of participatory governance.

Composed of co-chairs from the four councils, the College-Wide Council coordinates issues across the various councils who respond to and represent their respective constituency. This may be done through e-mail or by devoting time at council meetings as voting or non-voting participants.

At the beginning of each academic year, the College President may present the councils with charges, which direct their work for the year. Additionally, the councils will receive a schedule of Administrative Manual policies for review.

The following summarizes characteristics of effective communication within the governance structure:

- Purposive – Committee and council efforts are directed at clarifying and sharing representative perspectives to inform decisions that carry out CSM’s vision, mission, and values.
- Inclusive – All members have opportunities to share perspectives.
- Responsive – Committees and councils demonstrate responsiveness to all constituents.
- Transparent – Leaders and supervisors communicate clearly what informs decision-making.
- Participatory – Pathways for members of the college to engage in the governance structure and processes is clear.
- Respectful – All governance members and officers are responsible to communicate respectfully and to quell any discriminatory or offensive language as well as personal attacks.

DECISION-MAKING

The Board of Trustees of the College of Southern Maryland has delegated the responsibility for the management and operation of the college to the President. The President has the final authority in decision-making but has commissioned the participatory governance bodies to freely communicate, investigate, and make recommendations on how CSM decides to carry out its mission, vision, and values.

CSM’s participatory governance constructs an environment where all participants of the college community can express their perspectives, share their knowledge and expertise, and present recommendations on topics as various as strategic planning, resource allocation, program offerings, and curricula choices. The system affords the perspectives and findings of individual members and institutional organizations to be noted and deliberated upon with careful consideration. In other words, CSM’s governance system provides a process of communication surrounding the college’s vision which, in turn, informs decisions on policy. However, it does not manage the work of the school.

In general, a college’s management system implements policy via the development of procedures that tend to the college’s routine functions and operations. For example, management must enforce no-smoking regulations while a respective governance council may investigate and offer recommendations on matters involving campus locations where people can and cannot smoke. In order to distinguish between governance and management, apply the following principles:

- Governance councils research, recommend, and advise. They must include all perspectives and investigative paths in this process.
- Management makes decisions and enforces them. They must consider the findings of the governance councils.

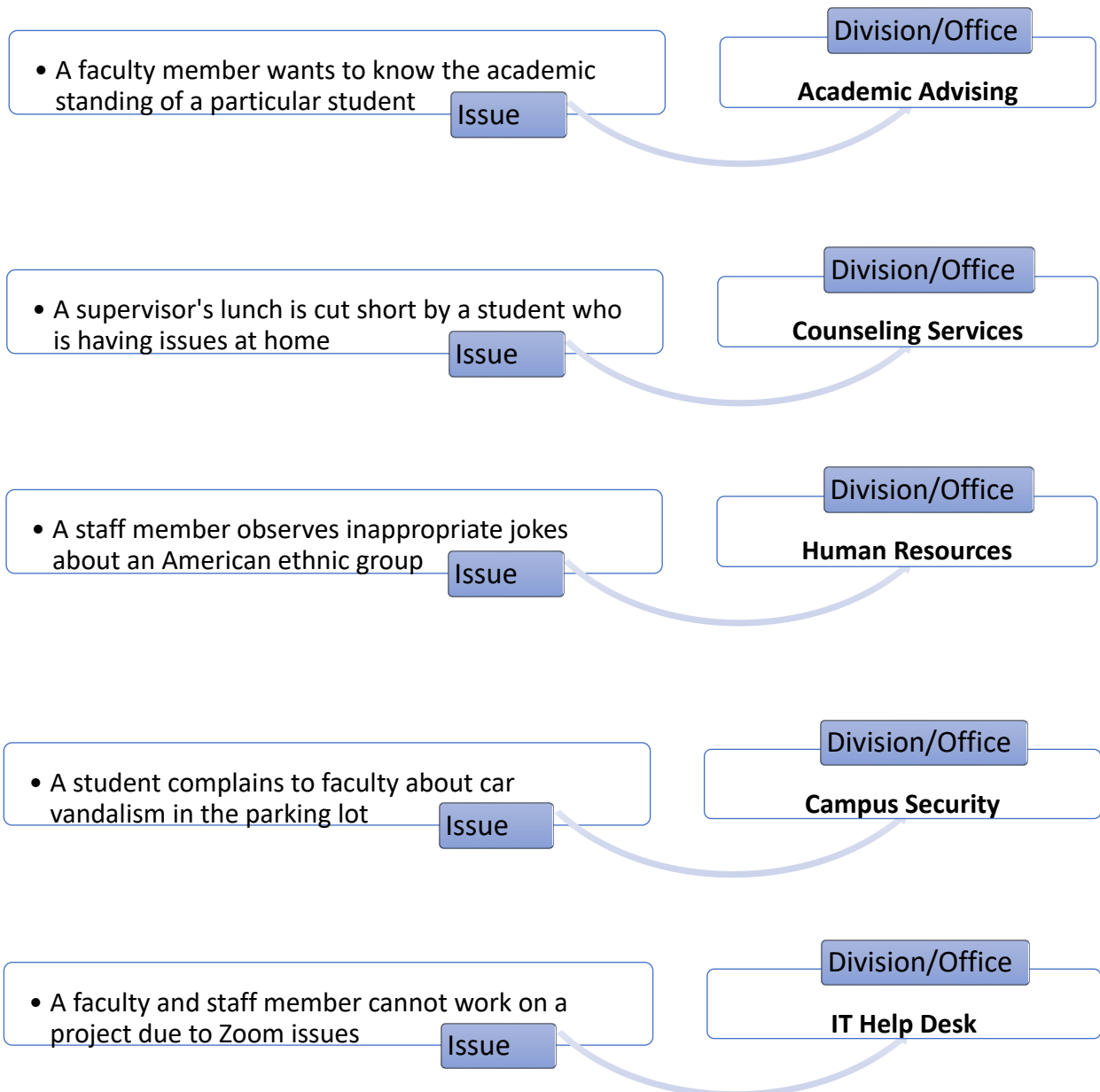
Additionally, participatory governance committees and councils do not do the work of labor relations. Their focus is on the life of the college and student achievement. While they may offer recommendations involving policy on matters such as employee contracts, compensation, benefits, working conditions, or any other personnel topics, they do not directly address and make decisions on such matters.

The following is a list of questions and answers explaining the process of deliberation and decision-making at CSM:

What is a governance issue? Identifying an issue that should be in the purview of a governance committee or council is the earliest step in deliberating and decision-making. Keep in mind the following principles when identifying an issue:

- Governance committees and councils must focus on issues that have group impact.
- Governance committees and councils should not focus on the implementation or management of college work.
- Governance committees and councils should not focus on college procedures involving contractual, governmental, or legal requirements.
- Governance committees and councils are most effective when they take on issues needing a problem-solution approach to meeting the college community's needs.

What are alternative pathways to resolution? To be certain in your identification of an issue, council chairs and college leadership can provide clarification. If an issue is not the right fit for governance, seek out alternatives. Review the chart for examples of alternative pathways:



What factors figure into prioritizing governance issues? In an institution as complex as CSM, issues are raised and decided upon routinely. Asking the right questions may help with prioritizing:

- Do the issue and subsequent recommendations reinforce CSM’s mission, vision, and values?
- What are the involved parties’ potential perspectives on the issue?
- What are CSM leaders’ potential perspectives on the issue?
- What are the diverse perspectives on the issue?
- How does the issue figure into CSM’s current initiatives (e.g., the advancement of equity)?
- How urgent is the issue?
- What are the competing priorities or interests?

How may constituents raise issues to college leadership? To raise awareness of a particular issue, contact a member or chair of a particular council. Each Council meeting provides time for constituent comments at the beginning. See the upcoming meeting schedule in the Appendices.

Which council should address the issue? Review each of the above council charters to decide which council is best to address a specific issue.

How Does an Issue Move Through Governance? An issue can take a couple of weeks to several months to move through the governance system and receive consideration. The steps for moving an issue through the governance structure at CSM is as follows:

1. A respective council chair raises the issue as an agenda item.
2. The council, typically via motion and vote, investigates and establishes a course of action or solution involving the issue.
3. If the council votes for the course of action, council chairs present it to the College-Wide Council.
4. The College-Wide Council determines the course of action through a motion and vote.
5. If the vote passes, College-Wide Council co-chairs and Chief of Staff present the recommended course of action or solution to the college president.
6. The president has the final authority to approve the recommendation or communicate an alternative response.
7. If approved, the recommended course of action is assigned to be carried out by the managing organization the President chooses.

How does leadership work with participatory governance? The role of leadership can be viewed by illustrating two scenarios:

- Scenario #1: When a decision has not yet been reached, the leader must build trust and deepen understanding of the issue and impact. Their goal is to improve effectiveness of the decision-making based on information provided by the respective councils.

- Scenario #2: When a decision has already been reached, the leader must inform any stakeholders and answer any relevant questions or concerns pertaining to the decision. Their goal is to communicate and clarify for all interested parties.

What are the general activities college leaders apply when decision-making? While deliberations are often recursive processes, the general activities are as follows:

1. College leadership reaches out for information during a part of the process of decision-making.
2. College leadership involves at least one of the governance councils to further investigate and offer advice.
3. College leadership participates in all phases of problem solving.
4. College leadership authorizes councils and provides them a framework and resources to investigate and make sound recommendations.
5. College leadership informs stakeholders and provides clarification about the decision.

Ultimately, participatory governance only works when all members, leadership and constituency, of the college community participate with the goal of advancing the mission, vision, and values at CSM and to maintain an environment where issues are actively investigated, discussed, and solved.

IV. APPENDICES

APPENDIX A: SUGGESTED MEETING SCHEDULE

Standing Calendar						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Weekly Division Team Meetings, if unable to hold on Tuesday	Weekly Division Team Meetings 2:30 pm K-16; Faculty Development	9:00 am President's Cabinet	2:30 pm Academic & Student Affairs Council	10:30 am College-Wide Council Faculty First Friday	
	Weekly Division Team Meetings, if unable to hold on Tuesday	Weekly Division Team Meetings 2:30 pm Staff Development	9:00 am President's Cabinet	2:30 pm Planning Council	10:00 am Faculty Senate Exec Board	
	Weekly Division Team Meetings, if unable to hold on Tuesday	Weekly Division Team Meetings 2:30 pm Academic Standards	9:00 am President's Cabinet	2:30 PM Equity & Inclusion Council		
	Weekly Division Team Meetings, if unable to hold on Tuesday	Weekly Division Team Meetings 2:30 pm Curriculum & Inst.; College	9:00 am President's Cabinet	2:30 pm Prof. Dev. Council	9:00 am College-Wide Forum	

		Technology Committee				
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APPENDIX B: DEFINITIONS

Division and Department Committees: Each division and department may have its own committee structure, which is under the authority of that division. Those committees are critical to accomplishing the work of the division and involve close interaction among practitioners.

Faculty Senate Committees: Board policy ADM.314 acknowledges the faculty role in participating in the management of the college through committees. Faculty Senate committees, which address the specifics of the work of the faculty, is one way in which faculty participate.

Governance Committees: Governance committees report through the governance councils. They consider, investigate, and recommend actions to the appropriate governance councils for further review and action.

Governance Councils: Governance councils advance the strategic plan of the college; they recommend action to the President and President’s Cabinet, who may operationalize the recommendation.

Operational Committees: Functional, or operational, committees advance the operations of the college and ensure daily college work continues smoothly.

Participatory Governance: Participatory governance allows individuals within the college community to have a voice in decisions that affect them. Participatory governance is designed to lead to active participation in decision making that unites all parts of the college and draws upon the strength of diversity. A structure of governance councils and committees ensures inclusive participation in college-wide decisions.

Standing Committees: A type of functional or operational committee. Standing committees are permanent groups of CSM stakeholders who meet on a regular schedule throughout the academic year on one particular subject area. Membership is usually based upon one’s position at the College, not the individual who holds that position. A standing committee can be a governance committee or a non-governance committee. Standing governance committees report through the College-Wide Council.

Task Forces: A type of functional or operational committee. Task forces are appointed for work of very limited duration (i.e., no more than 6-8 months) and are designed for a very narrow purpose. Task Forces should be disbanded when the work is complete. Task Force appointments are made based on expertise. Task Forces may be commissioned by any Governance Councils or Committees, Standing Committees, or members of the President’s Cabinet.

Work Groups: A type of functional or operational committee. Work groups are organized to pursue specific objectives, but in a longer time range than a task force (i.e., up to two years).

They should be disbanded when the work is complete. Membership is a result of expertise, interest, and/or representation. Work Groups may be commissioned by any Governance Councils or Committees, Standing Committees, or members of the President’s Cabinet.

APPENDIX C: Chair Script for Meetings

Chair Sample Script

This is a guide for those who chair council meetings for the College of Southern Maryland’s Participatory Governance System.

Call to Order	“I call this meeting of the COUNCIL NAME to order.”
Approval of Minutes	<p><i>[The secretary should share the draft of the minutes from the previous meeting ahead of time so that council members can review. This also allows for the secretary to skip reading the minutes at the meeting or to have printed copies at the meeting.]</i></p> <p>“The minutes from the previous meeting have been distributed.”</p> <p>“Are there any corrections to the minutes? [Pause.] If not, the minutes will stand approved as written.”</p> <p>With corrections</p> <p>“Is there any objection to making the correction? [Pause] There is no objection; the correction will be made. If there are no further corrections [Pause], the minutes are approved as corrected.”</p>
Chair’s Report	<p>“The next item of business is the Chair’s Report.”</p> <p>The Chair’s report is a good opportunity to briefly share any updates from the College-Wide Council or from the leader liaison for the Council. If the leader liaison wishes to share any comments with the Council he or she may do so or may send the information to the Chair for inclusion. The Chair can also share other information here for the good of the council.</p>
Unfinished Business	“The topic of unfinished business before the council now is X.”
New Business	“Is there any new business?”
Adjournment	<p>“Is there any further business?” [PAUSE]</p> <p>“Hearing none, the meeting is adjourned.”</p>

APPENDIX D: Parliamentary Procedure for Motions

Main Motions:

“It is moved and seconded that...”

“Is there any debate?” (*Now the council has an opportunity to debate the merits of the motion.*”
The person making the motion has the right to speak first to the motion. After that, a good way to manage debate is to ask who else would like to speak to the motion and whether they would like to speak for it or against it. Having that list, you can recognize alternate viewpoints.)

“Are you ready for the question?”

“The question is one [restate the motion]

“All in favor please say aye”

“All opposed please say no”

“The ayes have it [or the no’s have it]”

“The motion is adopted [the motion is lost]”

APPENDIX E: Suggested Council Agenda Format

Council Name
AGENDA
Location
Date Time

Ref	Topic	Lead Person	Time
1	Call to Order		
2	Open Comments		
3	Review of Agenda		
4	Approval of Minutes		
5	Chair's Report XXX XXX		
6	Committee Reports		
7	Unfinished Business XXX		
8	New Business XXX		
9	Adjournment		

Council Liaisons:

Next Council Meeting Dates:
DATE, TIME

DATE, TIME
DATE, TIME

APPENDIX F: Council Meeting Minutes Suggested Template

Council Name
(Meeting Type: Regular; Special) Meeting Minutes

Date, Time, Place:						
Members Present:	√		√		√	
	√		√		√	
	√		√		√	
	√		√		√	
Proxies Present:	√		√		√	
Members Excused:	√		√		√	
	√		√		√	
	√		√		√	
Invited Guests:	√		√		√	
	√		√		√	
	√		√		√	
	√		√		√	

Item/Topic	Discussion/Reports	Assignments/Actions
Approval of Minutes	<ul style="list-style-type: none"> Note whether approved as read or as corrected. 	
Chair's Report		
Committee Reports		
Unfinished Business		
Adjournment	<ul style="list-style-type: none"> Meeting Adjourned at X:XXpm 	
NEXT MEETING:		

(Name), Secretary

Sample for Motions:

NAME moved that ...

It was seconded and passed with unanimous consent (or # in favor; # opposed).

APPENDIX G: Governance Recommendation Form



Governance Recommendation Form

Council Name submitting the recommendation: Council Chair:
Date: Recommendation Presenter:
Recommendation (s) Issue or Concern: <i>(Provide background reasoning or justification for recommendation.)</i>
Resolution:
Student Impact: <i>(Explain the impact of this recommendation on CSM students.)</i>
Economic Impact: <i>(Explain cost factor or any economic impact of this recommendation, if known.)</i>

Final Disposition/Recommendation: *(Complete once decision is made by College Wide Council)*