

The University of Akron Wayne College Administrative and Governance Models

The University of Akron Wayne College has created structures and procedures through which it pursues the achievement of its mission and vision. The ADMINISTRATIVE MODEL is designed to facilitate the day-to-day work of individuals and organizational units and to encourage interactions between the working areas as they carry out their responsibilities related to that mission and vision. It identifies the key functions and communication relationships that allow the College to carry out its strategic plan. The PARTICIPATORY GOVERNANCE MODEL is designed to engage the College in the consideration of matters that concern the entire organization – policies, strategic planning, overall institutional effectiveness, and providing for the greater well being (matters that cut across administrative areas and involve the College as a whole). The model provides multiple opportunities for individuals and constituent groups to provide input into decisions in these important areas.

ADMINISTRATIVE MODEL

The University of Akron Wayne College has organized its work in a manner like many small colleges and universities. It is divided into four principle organizational components: instruction, student services and support, business operations and finance, and the dean's office. Each of these areas has its chief administrator: The Associate Dean of Instruction, the Senior Director of Student Life and Enrollment Management, The Senior Director of Business Operations and Finance, and the Dean. These four individuals comprise the Administrative Team, the leadership 'operational team' that facilitates and directs the day-to-day work of the College and provides for coordination and collaboration between/among areas.

The component areas, departments, office, etc. are aligned within the four administrative strands to establish functional and communication relationships so that the individual and collaborative work of the organization can be carried out in fulfillment of the mission, vision, and strategic plan. The 'operational teams' associated with the four strands help to facilitate that process.

The Instructional Affairs Team (lead by the Associate Dean of Instruction) meets to facilitate and coordinate the work of the programs, services, and support that provide the primary 'product' of the organization: credit and non-credit instruction. It is composed of colleagues from the different instruction-related areas.

The Enrollment Management Team (lead by the Senior Director of Student Life and Enrollment Management) and composed of colleagues from the offices related to students, meets to facilitate and coordinate the student services efforts at the College.

The Business Affairs Team (lead by the Senior Director of Business Operations and Finance) and composed of colleagues from the offices and departments dealing with finances, facilities, infrastructure, and auxiliary services, meets to facilitate and coordinate the work in these areas.

The Dean's Office: the dean meets regularly with the colleagues in the areas of community relations and recruitment, development, athletics, and the Holmes County Center to facilitate the work in those areas.

These administrative teams will meet on a schedule and in a manner of their choosing, dealing with matters germane to their areas. For instance, the Instructional Affairs Team might meet to discuss methods by which Continuing Education can work in partnership with credit curricula to create effective bridges between the two so that students who participate in CEWD programs might have the opportunity to get a 'head start' on technical credit classes. Or the Business Affairs group might engage in discussions about how the Wayne Police, the Building and Grounds staff, and the Bookstore might work together to improve parking and the reporting of parking-related concerns. These are administrative matters, involving personnel with specific duties and responsibilities. The operation teams will provide a forum/platform to effectively address issues and create constructive, cooperative responses.

As required by the mission and particular objectives, the operational teams will invite colleagues from other administrative strands to work with them. Thus, the Instructional Affairs Team (above) might invite colleagues from student services to join them in their discussion of ways to implement and plan initiatives. This will allow for the effective sharing of knowledge and experience, again facilitating constructive and cooperative responses.

The following organizational chart shows these administrative relationships and identifies the operational teams. The administrative structure interacts with the governance structure as these teams are represented on the College Council by the administrators.

Dean			
Dean's Office	Students	Instruction	Business
<ul style="list-style-type: none"> ▪ Athletics ▪ Community Relations & Recruitment ▪ Development ▪ Holmes Center <div style="text-align: center; margin-top: 20px;">↓</div>	<ul style="list-style-type: none"> ▪ Admissions ▪ Advising ▪ Career Services ▪ Child Care ▪ Financial Aid ▪ Personal Counselor ▪ PSEOP ▪ Registration ▪ Student Orientation ▪ Student Programming ▪ Veterans <div style="text-align: center; margin-top: 20px;">↓</div>	<ul style="list-style-type: none"> ▪ Programs ▪ Credit Courses ▪ CEWD ▪ Faculty Cood. Services ▪ Articulation ▪ Tech Prep ▪ Off Campus/Weekend Support ▪ Computing Services ▪ Human Resources ▪ Institutional Resources ▪ Learning Center ▪ Library ▪ Scheduling <div style="text-align: center; margin-top: 20px;">↓</div>	<ul style="list-style-type: none"> ▪ Bookstore ▪ Budget ▪ Bldg. & Grounds ▪ Business Office ▪ Capital Projects ▪ Cashier ▪ Food Services ▪ Telecommunication ▪ Wayne Police ▪ Word Processing <div style="text-align: center; margin-top: 20px;">↓</div>
Dean's Office	Enrollment Mgmt. Team	Instructional Affairs Team	Business Affairs Team

Membership in the three operational teams will be posted with the listings of the other College committees, task forces/work groups so that all colleagues will know the composition of the groups involved in the administrative and governance processes.

PARTICIPATORY GOVERNANCE MODEL

Apart from the administrative (operational) work of the College – the day-to-day responsibilities of individuals, offices, departments – there are matters of general institutional concern, matters that impact colleagues regardless of where they are within the organizational structure. Institutional policies, strategic planning, institutional effectiveness, College well being, and issues impacting the specific employee groups are such matters. For instance, altering the College's basic scheduling model (for offering classes, opening offices, etc.) is the kind of issue that involves all aspects of the College. It is the kind of matter that would likely prompt the establishment of a task group to review current policies/practices, gather data and opinion, initiate broad-based discussion, and develop a proposal for the College to consider.

The University of Akron Wayne College believes that participatory governance is the process of engagement and communication designed to ensure that all individuals and stakeholding (constituent) groups actively contribute to the decisions made in these important areas. It seeks to empower all levels of the institution to voice concerns, express opinion, and present proposals. Participatory governance serves to foster an atmosphere of trust, respect and community.

The Participatory Governance model is composed of several essential parts: individuals (students, faculty, staff, contract professionals, community members), their constituent groups, governance committees, task forces/work groups, the College Council, the College Meeting, and the dean. The chart that follows shows the relationships of those parts to each other and to the overall participatory governance process.

INDIVIDUALS

Constituent Groups:	Students	Colleagues	Community
College Council <i>The primary deliberative body in participatory governance</i>			
Representation:	Student Senate	Faculty/Staff/CP's	Community Council
Admin. Areas: (Strands)	Instruction	Student Services	Business
College Committees:	Well Being	Institutional Effectiveness	Continuous Improvement
(Task Forces)			
<hr/> The College Meeting <i>Forum for discussion of and input regarding proposals from the College Council</i> <hr/>			
<hr/> The Dean <i>Decision on/referral of proposals from the College Council</i> <hr/>			

Membership of the College Council

One each representative from: (4)

- The Faculty
- The Students (from Student Senate)
- The Staff
- The CPs

From Standing College Committees (3)

- College Well Being
- Institutional Effectiveness
- Continuous Improvement

Administration (3 voting)

- Associate Dean
- Senior Director of Business Operations and Finance
- Senior Director of Student Life and Enrollment Management
- Dean (non-voting)

Components of the Participatory Governance Model

Individuals: One of the most important aspects of a participatory governance model is its accessibility. All students, faculty, staff, CP's, and community members need to have regular opportunities to raise questions and concerns and to offer proposals. Therefore, the participatory governance model has individual input included in its basic design. That input can be provided by the following: direct presentation to the College Council, involvement in governance committees, involvement in governance task forces/work groups, involvement in constituent groups discussions, and participation at the College Meeting (including its discussions of issues-proposals) and its opportunity for feedback. Individuals will also have the opportunity to participate on the three operational teams within the administrative strands.

Constituent Groups: The participatory governance model includes representation for all of the College's primary constituent groups: students, faculty, staff, CP's, and the community. Except for the Community Council, these groups will determine the manner in which they want to meet (frequency, format, etc.). Each group will select one of its members to serve as that group's representative on the College Council. The primary purpose of these groups is to provide a forum for the discussion of matters common to the members and to allow a voice for concerns/proposals they want to put forward. The dean will meet at least once a semester with the spokesperson for each of these groups (or with the groups themselves, if that is their preference).

Governance Committees: As part of its basic structure, the participatory governance system will have three standing committees: College Well Being, Continuous Improvement, and Institutional Effectiveness. These committees will be composed of up to (but not more than) nine members with at least one each from the four constituent groups. Filling these committees will be done in such a manner that there will routinely be some 'carry over' from year-to-year.

All entities within the Participatory Governance Model will elect a chairperson (who will serve for a one-year term which can be repeated) and establish a method for keeping minutes and meeting the reporting communication requirements of the system.

College Well Being

The College Well Being Committee's mission is to promote community, cooperation, communication, and continuity among the various constituencies of the College and across the College generally. The Well Being Committee will also develop programs and services that meet the well being needs of the College.

Charges:

- ❖ the orientation of new employees
- ❖ development, organization, and promotion of workshops and other presentations of well being topics
- ❖ convening meetings of the individual employee groups and the dean at least once a semester

Continuous Improvement

The Continuous Improvement Committee will provide the guidance, training, and tools necessary for institutional improvement at Wayne. Working with individuals and groups across the College, the Committee will facilitate initiatives that seek to enhance the ways by which programs and services are provided.

Charges:

- ❖ guide the continuous improvement process at the College
- ❖ facilitate process analysis and other continuous improvement strategies
- ❖ develop resources and training in the use of process analysis and other continuous improvement tools
- ❖ provide input regarding strategic planning

Institutional Effectiveness

The mission of the Institutional Effectiveness Committee is to ensure that Wayne College accomplishes its educational and service outcomes as demonstrated by effective, ongoing assessment activities. This committee will also serve as the core working group for the College's accreditation efforts.

Charges:

- ❖ monitor the College's success on its mission, vision, and learning outcomes
- ❖ facilitate the development and adjustment of assessment measures
- ❖ monitor the College's achievement on its quantitative and qualitative performance indicators
- ❖ interact with the Continuous Improvement Committee so that C.I. can provide support/resources for areas seeking to enhance performance on indicators

Task Forces/Work Groups

The three standing committees and the College Council may determine that a specific topic or issue requires the formation of a group of colleagues for consideration-recommendation. The College Council may create such a group within the scope of its regular responsibilities. A standing committee may do so by proposing the creation of such a group to the College Council. All task forces/work groups will be formed with a specific task-outcome clearly expressed and with a specific timeframe for their work. Task forces/work groups will also (normally) include no more than nine members. Service on such groups will be considered as service to the College comparable to membership on a standing committee.

The Community Council

The Community Council provides advice and counsel to the dean and other College colleagues for matters on which community input/feedback is critical. It is composed of business and civic leaders from Wayne's three-county service area. It meets two or three times annually, but its individual members provide input throughout the year. The Council will work with the College in areas such as strategic planning, local policy development, and development of cultural and other community-oriented programs.

Charges:

- ❖ provide community viewpoints on programs and services at the College
- ❖ advise the College on community/business needs and on community perceptions
- ❖ enhance the community's understanding of and appreciation for the College's mission, resources, and capacity
- ❖ serve as a communication link between the community and the College
- ❖ provide individual advice and counsel to the College

The College Council

The College Council is the primary deliberative body in the governance structure. It receives input from individuals, constituent groups, standing committees, task forces/work groups, the operational teams, and the College at large as it considers the development of recommendations regarding institutional policies, strategic planning, College well being, institutional effectiveness, and matter impacting the various constituent groups. In this role, it will take on the work of the strategic planning and governance subcommittees in the previous model. These activities, monitoring and adjusting the College's strategic plan and this present governance model, will be regular components of the Council's meetings and deliberations. The recommendations which it makes (based on the input it have received) are forwarded to the dean. Recommendations from the College Council require a 60% vote of members attending the meeting, with a 60% quorum (six voting members) required for action.

The College Meeting

The College Meeting is the primary college-wide forum in the governance structure. It provides an opportunity for individuals, committees, task forces, and other groups to update their colleagues on the work they are doing. It is also an opportunity for the various departments, offices, areas, etc. to share with the whole organization their duties and goals – enhancing the knowledge and understanding of the work that is being done across campus. Perhaps most importantly, though, the College Meeting provides a forum for the discussion of proposals that are being developed by the College Council. It provides multiple avenues for input from the individuals and constituent groups in the College. The Dean's Office will follow up on the reporting and community requirements of the College Meeting.

The Dean

The dean participates in the governance system via ex officio (non-voting) membership on the College Council, conducting the College Meeting, and by direct participation on other committees/task groups as appropriate. The dean receives the recommendations from the College Council and acts on them in one of three ways: accepts for action, rejects (with reason), or returns for amendment (again, with reason).

Governance Flow Chart

A 'flow chart' noting how the participatory governance model works follows this text.

Committee Composition

Committees will be composed of up to (but not more than) nine individuals. All of the four primary constituent groups will select (in a fashion of their choosing) a representative for each of the three standing governance committees: College Well Being, Institutional Effectiveness, and Continuous Improvement. These committees members will serve initial terms of two or three years (in order to establish staggering of terms to provide continuity in subsequent years). In addition, the College's human resource staff person will be an ex officio member of College Well Being and the Associate Dean of Instruction will be an ex officio member of Institutional Effectiveness. The remaining committee members will be solicited from the College and will serve either two or three year terms.

Staggering of Terms

The initial selection of committee members will be based on the following basis:

Constituent Group	Institutional Effectiveness	Continuous Improvement	College Well Being
Students	1	1	1
Faculty	2	3	2
Staff	3	2	3
CP's	2	3	2
At-Large	3	2	3
At-Large	2	3	2
At-Large	3	2	3
At-Large	2	3	2
Associate Dean	X		
Human Resources			X

After this initial process, all members will come onto committees for two-year terms. When colleagues are invited to membership on standing committees, they will be asked to express a preference for the first and second choice. Two or three terms will be determined by a combination of priority preference and random selection determined, in part, on the order in which the requests come into the dean's office.

Process

An individual, committee, or task group can initiate a proposal to the governance system. That proposal will require a response from the College Council. That response might be acceptance as information with no plan to follow up; assignment to a committee or task group for further review and possible recommendation; or a direct recommendation for response/action. In the process of developing a recommendation, the College Council will bring items to the College Meeting to gain input from the whole College. This would require a posting (before the meeting) so that those who cannot attend (and those who don't feel comfortable responding in a meeting setting) have an opportunity to provide input. A standard form would be developed to gather that input. Votes to determine the 'sense of the College' could also be taken to help the College Council finalize recommendations.

In the development of its recommendations, the College Council will vote (recording the number of 'yes,' 'no,' and 'abstain' votes) with a 60% majority of those present required to pass. Approved recommendations would then be sent to the dean who would, in turn, accept for action, reject (with reason), or return for amendment (again, with reason). For example, if the Institutional Effectiveness Committee had been considering a proposal calling for all offices/departments of the College to adopt some manner of ongoing assessment strategy (choosing a method/format appropriate to their work), that idea might be presented to the College Council for discussion and review. The Council might, in turn, bring it to the College Meeting for a broader discussion and feedback. Subsequently, the Council might ask the committee to re-shape its proposal (in light of that input) and to present it again. The Council might then vote on it and, if supported by at least 60% of the members present, approve it as a recommendation to the dean. The dean would then respond to the recommendation, i.e. accept it as presented, reject it (with cause), or refer it back to the Council for amendment/change.

Or, an individual staff member might attend a meeting of the College Council (there will be a standing 'open forum' agenda item) to present an idea about the College establishing a regular schedule of 'professional development' events/activities for all colleagues (on topics such as ADA, FERPA, customer service, etc.), including suggestions about how time might be made available to allow folks to participate and to perhaps even earn some manner of 'certificate' for doing so. The Council might assign that topic to the College Well Being Committee or choose to establish a task group to consider it. The results of those deliberations could be brought forward in the manner just noted above.

Communications

In order for a participator governance system to work effectively, communication strategies must be well established. With the Wayne College model, the following guidelines provide for that:

1. When an individual, committee, task group, etc. initiates a proposal in the governance system (via the College Council), the Council will respond (in writing) **within one week** of the meeting at which it was discussed, indicating how they intend to handle it. All initiatives will be included in the minutes for the College Council, which will be included in *Common Currency* and posted on the "College Governance" page on the website.
2. Summaries of feedback to College Council (gathered as described in the 'process' section above) will also be included in the minutes of the Council as will all votes and recommendations for follow-up actions and all reports from committees and task groups. Input on the proposals will be received by the College Council for one week after the College Meeting.
3. Proposals for input and agenda items for the College Meeting should be submitted to the Dean's Office one week before the meeting. Proposals coming before the College Meeting will be posted on the web at least two days before the scheduled meeting. They will also be distributed with the minutes of the previous meeting and the new meeting's agenda. Minutes of the College Meeting will be posted on the web within a week of the meeting.
4. The dean's response to the voted recommendations from the College Council will be posted on the governance web page no later than one week after the recommendations are received by the dean. The responses will also be included in the next scheduled issue of *Common Currency*.

'College Service' Alternatives to Committee Work

In the new governance system, opportunities for 'service to the College' will likely play an enhanced role. Therefore, it is important for the College to address the idea of 'service' and to specify the kinds of service that are important for us and, therefore, are encouraged and supported. The task group proposes that a list like that which follows be developed to help identify such avenues of service. The group also proposes that our colleagues who have evaluation responsibilities (there are thirteen individuals who supervise others) meet as a group to discuss the list of service activities before they meet individually with those whose annual reviews they conduct. This would help us to integrate the service activities with the strategic planning priorities (that are established every other year) and the annual goal-setting and goal-review process.

Examples of 'service' activities:

1. Student Services Programming
 - New Student Orientation
 - Open Houses
 - Student Events
2. Advising Student Organizations
3. Recruitment Activities
 - School Visits
 - Visits to Business and Industry
 - Fair Booth(s)
 - Telephone/mail Contact with Prospective Students
4. Involvement in Relevant Community Organizations (on boards, etc.)
5. Presentations to Service Organizations, Clubs, Outside Groups (with priority organizations/groups identified with the supervisor – in the context of College priorities)
6. Service on College Governance Committees
7. Service on College Task Groups
8. Ad Hoc Service on Operational Team

9. Participation in Special Event Programming (planning/implementing)
 - Shakespeare Festival
 - Community Forum
 - Ripped From the Headlines
 - Writers' Workshop
 - Performers

Other

1. The administrative team will establish communications strategies so that the individuals and departments in the administrative lines (strands) will know about information that is developed and decisions that are made. These strategies will be determined in each administrative line, but they will be regular and ongoing. Strategies will also be developed to enhance communication between and among the administrative lines.
2. Issues/concerns/proposals raised by part-time staff and faculty should enter the governance system via individual members, the employee groups, or the administrative lines. The faculty, staff, and CP's are encouraged to consider ways by which this can be accomplished most effectively.
3. The College should look to develop its own training-development resources so that specific skills like chairing, minute-taking, and facilitating and more general topics like effective committee work and team building can be enhanced for both our administrative and governance work.
4. A standard form and format for taking minutes and reporting them should be considered to expedite these processes and provide concise information for all.