MC GOVERNANCE

Academic Services Council
Wednesday, September 9, 2026
Zoom
3:00 PM-5:00PM

Attendees

- Members present: Angela Nissing, Tracey Bodo, Michelle Chan, Rebecca Thomas, Jill Underhill, Chingling Liu, Leah Scharlott, Tanya Camp, Norberto Gomez, Kate Wooldridge, Deidre Price
- Proxies present: N/A
- Members excused: Stephanie Landon
- Invited Guests: Alice Santoro

Call to Order

- The meeting was called to order at 3:02 PM by Chair Angela Nissing.

Roll Call

- All council members present, with exception of Stephanie Landon and Deborah Stuart.

Approval of Minutes

- May 6, 2026, meeting minutes were approved as written. Motion to approve by Leah Scharlott. Seconded by Jill Underhill.

Welcome and Introductions

- Chair Angela Nissing invited all attendees to introduce themselves and state their role and work at the College.

Constituent Concerns

- Vice-chair Tracey Bodo clarified the purpose and process for presenting constituent concerns at council meetings.
- Constituent concern raised by Jill Underhill: Distance education (asynchronous) and structured remote courses have the same “Distance Learning” designation, which has been confusing for students and some faculty.
    - Chair Angela Nissing asked Jill Underhill to provide more details to her via email.

Academic Affairs Updates

- Dr. Deidre Price introduced herself, the focus of her work at the College, then provided information on themes, specific strategies, and goals of the Academic Master Plan. Highlights are listed below.
    - AMP features 4 goals, 28 strategies within those goals; currently in year 2 of 4 of implementation.
    - AMP themes that pertain to the Academic Services Council: Curriculum, faculty development, scheduling, Future of Work, and academic support.
    - Advising: Professional development to enhance retention-focused advising and navigation of student services and resources that lead to post-completion employment; structured roadmap for students; implementation of holistic advising model with shared access to notes/communications and “Navigators” to guide and direct students to academic support and resources

- Scheduling: Design a scheduling framework that defines the expectations for the appropriate modality and term length mix by program, class location, and semester to support a variety of offerings as diverse as the students we serve; make transparent the expectations for resolution of waitlists, course cancellations, and course additions.
- Academic support: multilingual support across all departments; structure student engagement to align with specific program milestones; leverage learning centers and libraries as part of career readiness passport model.
- Future of Work: resources to increase students' awareness and support students' acquisition of credit for prior learning and micro-credentials; recognition of students' work-based learning experiences (Office of Learning Recognition and Advancement).
- Curriculum: ensure digital literacy is an academic competency; professional development for faculty to integrate technology within various disciplines and to create assignments that foster critical technological evaluation.

Council Overview and AY26-27 Goals

- Chair Angela Nissing reviewed charge for the Academic Services Council and protocol for council member absences and sending proxies.
- Chair Nissing also shared goals recommended by Dr. Price for consideration and invited council members for feedback and suggestions on focusing on one or two goals for AY27. The following goals were discussed:
    1. Recommend a coordinated approach to multilingual support that strengthens access and belonging across academic services.
    2. Engage students and employees in identifying opportunities, concerns, and gaps related to the use of AI in academic support settings.
    3. Recommend principles and approaches for the effective and responsible use of AI across academic services.
    4. Examine barriers students experience in accessing and using digital academic services and recommend opportunities for more consistent and accessible practices.
- Motion made by Jill Underhill to pursue item #1 as goal for AY27. Seconded by Rebecca Thomas.
    - Council members unanimously agreed to set item #1 as the council's goal for AY27.
    - Comment made to include adopting plain language as one of the strategies for the goal.

Governance Competency Badge

- Interim Governance and Policy Manager, Alice Santoro, shared information on how council members can earn a Governance Competency badge. Criteria include attending the governance training in August, completing reflections, and serving on a council for a year. Rubric attached.
- Question posed about the timeline.
    - Interest form must be submitted within 30 days of first council meeting; assignments are due in May 2027.

Chair's Report

- None. College Council's first meeting is next day (Sep 10th).

Unfinished Business

- None.

Announcements, Updates, and Closing Remarks

- MC faculty and staff are encouraged to participate in the Fall 2026 AANHPI Book Club discussion of Yoko Ogawa's *The Memory Police*. Contact Michelle Chan if interested. Details posted on InsideMC.

Adjournment

- Leah Scharlott made a motion that the meeting be adjourned at 4:33 PM. It was seconded by Chingling Liu and passed with unanimous support.

Meeting adjourned at 4:33 PM.

Respectfully submitted by

Michelle Chan, Academic Services Council Secretary

Participatory Governance Engagement Badge

Accessible web publication version

This badge recognizes Montgomery College students and employees who demonstrate informed, accountable, inclusive, and meaningful participation as official members of a recognized College governance council.

Earners apply their understanding of Montgomery College’s governance structure and processes, prepare for and contribute to council work, communicate with and represent constituents, collaborate across perspectives, use evidence to support governance discussions, and act with professionalism and integrity.

The badge recognizes demonstrated contribution, not attendance alone. Candidates must be officially listed on a governance council roster, complete one full governance year, satisfy the Governance Foundations prerequisite, and demonstrate all five competencies at the Competent or Accomplished level. The badge may be earned once.

1. Governance Knowledge and Role Application

Competency definition

Applies knowledge of MC governance purpose, structure, council scope, governing documents, levels of engagement, and the concern and recommendation process to actual council work.

Distinguishes governance issues from management, contractual, labor, personnel, grievance, or routine operational matters.

Alignment and evidence

Alignment with NACE, MC Strategic Plan, and governance frameworks	Evidence, artifacts, assessments, and exercises
NACE: Critical Thinking, Career and Self-Development, Professionalism. **MC Strategic Plan:** Goal 2, professional growth; Goal 3, organizational effectiveness; Integrity and Adaptability. **AACC:** Organizational Strategy; Professionalism and Ethics. **ACCT:** Role clarity, clear expectations, and informed governance. **AAUP:** Shared responsibility and cooperative action. **MC Governance:** Policy 11004, governance scope, levels of engagement, and concern process.	**Required application evidence:** Reflection explaining how governance knowledge was applied to a real council matter. **Possible artifacts:** Annotated agenda, concern-routing note, governance process analysis, governing-document reference, issue classification, or meeting observation reflection.

Performance levels

Developing (1)	Competent (2)	Accomplished (3)
Describes governance concepts generally but has difficulty applying them to an actual issue. May confuse governance with management, labor relations, personnel matters, or implementation responsibilities. Does not clearly identify the appropriate council, process, role, or level of engagement.	Accurately explains the purpose and scope of governance and applies the appropriate documents, council role, process, or level of engagement to a real issue. Recognizes the limits of the council's authority and identifies an appropriate next step or referral. Evidence demonstrates informed participation.	Applies governance knowledge to a complex or ambiguous matter, evaluates competing interpretations, and helps others understand the appropriate role or process. Evidence demonstrates that the candidate clarified scope, prevented misrouting, or improved the council's understanding or use of governance procedures.

2. Accountable Council Participation

Competency definition

Prepares for council work, responds to requests, completes assigned responsibilities, contributes substantively to discussions or projects, and follows through on agreed actions.

Demonstrates reliability beyond meeting attendance.

Alignment and evidence

Alignment with NACE, MC Strategic Plan, and governance frameworks	Evidence, artifacts, assessments, and exercises
NACE: Professionalism, Technology, Career and Self-Development. **MC Strategic Plan:** Goal 2, professional growth; Goal 3, effective and responsive work culture. **AACC:** Resource Management; Professionalism and Ethics. **ACCT:** Preparation, accountability, and clear expectations. **AAUP:** Shared responsibility for institutional processes. **MC Governance:** Member duties, timely responses, issue preparation, and participation expectations.	**Required evidence:** One documented substantive contribution and its result or next step. **Possible artifacts:** Research summary, assigned action item, completed project task, motion or rationale, meeting preparation notes, committee contribution, resource referral, response to a concern, or documented follow-through. Attendance or an officer endorsement is not sufficient by itself.

Performance levels

Developing (1)	Competent (2)	Accomplished (3)
Participation is passive, inconsistent, or dependent on repeated reminders. The candidate may attend meetings but provides limited evidence of preparation, substantive contribution, completed work, or follow-through. The relationship between the candidate's activity and council progress is unclear.	Prepares for meetings, responds in a timely manner, completes an assigned or self-initiated governance responsibility, and follows the matter through an appropriate result or next step. Evidence identifies the candidate's contribution and demonstrates that it supported council work.	Anticipates council needs, takes appropriate initiative, supports others in completing responsibilities, or strengthens continuity and follow-through. Evidence demonstrates that the candidate's contribution improved efficiency, readiness, responsiveness, or completion of council work.

3. Communication and Constituent Representation

Competency definition

Listens to constituents, communicates governance information clearly and accessibly, represents constituent perspectives accurately, and reports decisions or next steps back to the appropriate audiences.

Distinguishes personal views from the perspectives the candidate is responsible for representing.

Alignment and evidence

Alignment with NACE, MC Strategic Plan, and governance frameworks	Evidence, artifacts, assessments, and exercises
NACE: Communication, Equity and Inclusion, Technology, Professionalism. **MC Strategic Plan:** Goal 1, connections; Goal 2, belonging; Goal 3, organizational effectiveness. **AACC:** Communication. **ACCT:** Transparent, regular, and equitable communication. **AAUP:** Transparency and information sharing. **MC Governance:** Responsibility to keep constituent groups informed and represent their views.	**Required evidence:** One communication or constituent-representation artifact. **Possible artifacts:** Constituent update, email, presentation, survey or feedback summary, meeting announcement, discussion prompt, stakeholder input summary, communication plan, or documented follow-up. **Possible exercise:** Rewrite a governance update for two different audiences.

Performance levels

Developing (1)	Competent (2)	Accomplished (3)
Communication may be incomplete, late, unclear, inaccessible, or focused primarily on the candidate's personal opinion. There is limited evidence that constituent perspectives were solicited, represented accurately, or reported back after the discussion.	Seeks and listens to constituent input, communicates relevant information accurately and accessibly, represents perspectives fairly, and closes the communication loop by sharing results or next steps. Evidence demonstrates that others were able to understand, participate, or respond.	Uses multiple appropriate methods to reach different audiences, including groups whose perspectives may otherwise be overlooked. Synthesizes complex information, distinguishes areas of agreement and difference, and improves understanding, participation, or confidence in the governance process.

4. Collaboration and Evidence-Informed Contribution

Competency definition

Works respectfully with others, considers different perspectives, uses relevant information to understand governance concerns, and contributes to a shared recommendation, decision, project, or resolution.

Moves beyond unsupported opinion by connecting contributions to evidence and stakeholder needs.

Alignment and evidence

Alignment with NACE, MC Strategic Plan, and governance frameworks	Evidence, artifacts, assessments, and exercises
NACE: Teamwork, Critical Thinking, Communication, Leadership. **MC Strategic Plan:** Goal 1, connections; Goal 2, belonging; Goal 3, data-informed organizational effectiveness. **AACC:** Collaboration and Organizational Strategy. **ACCT:** Teamwork, shared vision, and informed dialogue. **AAUP:** Constructive joint thought and cooperative action. **MC Governance:** Thoughtful deliberation, mutual agreement, input, and recommendations.	**Required assessment:** Contribution-to-Outcome Map. **Possible artifacts:** Issue brief, research summary, stakeholder map, data summary, co-authored recommendation, meeting notes showing input, motion with rationale, project output, or concern response. **Possible exercise:** Governance case requiring evidence, stakeholder input, and more than one response option.

Performance levels

Developing (1)	Competent (2)	Accomplished (3)
Participates with others but provides limited evidence of collaboration, analysis, or a contribution to a shared result. Relies mainly on personal preference, a single perspective, or an assumed solution. The outcome or value of the contribution is unclear.	Engages relevant people, listens to differing perspectives, uses appropriate information, and contributes to a documented council outcome, recommendation, decision, project, or resolution. Evidence shows how the candidate's work supported the group's result.	Integrates information from multiple sources or stakeholder groups, helps bridge meaningful differences, and improves the quality or feasibility of the council's response. Evidence demonstrates stronger consensus, broader participation, or a more effective and sustainable outcome.

5. Inclusive and Ethical Governance Practice

Competency definition

Participates with civility, fairness, accountability, and respect for different perspectives, governance procedures, confidentiality, conflicts of interest, and role boundaries.

Recognizes and addresses barriers that may limit equitable participation.

Alignment and evidence

Alignment with NACE, MC Strategic Plan, and governance frameworks	Evidence, artifacts, assessments, and exercises
NACE: Equity and Inclusion, Professionalism, Teamwork, Career and Self-Development. **MC Strategic Plan:** Goal 2, belonging; Goal 3, effective institutional practices; Equity and Inclusion, Integrity, Respect, and Excellence. **AACC:** Professionalism and Ethics; Collaboration. **ACCT:** Trust, accountability, equal treatment, and role limitations. **AAUP:** Collegiality, integrity, and accountability. **MC Governance:** Cooperation, civility, respect, transparency, and inclusive deliberation.	**Required reflection:** One example of applying ethical or inclusive judgment during council service. **Possible artifacts:** Redacted recusal or conflict disclosure, inclusive meeting practice, policy-based rationale, correction of an error, or verification of a confidential example.

Performance levels

Developing (1)	Competent (2)	Accomplished (3)
Expresses general awareness of professionalism or ethics but provides limited evidence of application. May overlook confidentiality, role boundaries, conflicts of interest, unequal participation, procedural requirements, or inequitable effects.	Applies governance expectations consistently, protects confidential information, manages conflicts appropriately, respects role boundaries, participates with civility, and supports equitable opportunities for participation. Evidence demonstrates trustworthy and accountable conduct.	Identifies a complex ethical or equity concern, balances transparency with legitimate confidentiality, and helps strengthen fairness, access, trust, or future governance practice. Evidence demonstrates a positive effect beyond the candidate’s individual conduct.

Framework and Alignment Statement

The competencies and performance standards in this rubric were developed through a synthesis of Montgomery College's participatory governance expectations, the Montgomery College Strategic Plan, and recognized national frameworks for career readiness, community college leadership, and shared governance. The NACE Career Readiness Competencies connect governance service with transferable behaviors in Career and Self-Development, Communication, Critical Thinking, Equity and Inclusion, Leadership, Professionalism, Teamwork, and Technology. The Montgomery College Strategic Plan connects the rubric to institutional priorities involving community connections, belonging, professional growth, microcredentials and badging, organizational effectiveness, data-informed practice, career readiness, and credentials designed for economic, social, and community impact.

The rubric also draws on the American Association of Community Colleges Competencies for Community College Leaders; Association of Community College Trustees governance and board leadership principles; the American Association of University Professors Statement on Government of Colleges and Universities; Montgomery College Policy 11004: Governance; and the Montgomery College Participatory Governance Handbook. Together, these sources informed observable expectations for governance knowledge, accountable participation, constituent communication, collaboration, evidence-informed contribution, and inclusive and ethical practice. Alignment indicates conceptual consistency and does not imply formal review or endorsement by the referenced organizations.

Referenced Frameworks and Resources

- **National Association of Colleges and Employers: Career Readiness Competencies**. Defines the eight career readiness competencies used in the NACE alignment column.
- **Montgomery College Strategic Plan, 2023-2028**. Provides the College goals, supporting strategies, intended outcomes, and values used in the institutional alignment.
- **American Association of Community Colleges: Competencies for Community College Leaders, Fourth Edition**. Informs organizational strategy, communication, collaboration, resource management, and professionalism and ethics.
- **Association of Community College Trustees: Trustee Roles and Responsibilities**. Supports role clarity, preparation, accountability, strategic direction, representation, and ethical governance.
- **Association of Community College Trustees: Elements of a High-Performing Board and CEO**. Supports informed deliberation, clear roles, accountability, communication, teamwork, trust, and strategic focus.
- **American Association of University Professors: Statement on Government of Colleges and Universities**. Informs shared responsibility, collegiality, transparency, cooperative action, and accountability.
- **Montgomery College Policy 11004: Governance**. Defines the College principles for inclusive, collegial, and participatory decision-making.
- **Montgomery College Participatory Governance Handbook, Version 5.0**. Provides the governance scope, levels of engagement, member responsibilities, communication practices, and concern and recommendation processes.