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 unit 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, offices, 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.

Instructional Affairs, lead by the Associate Dean of Instruction, facilitates and coordinates the programs, services, and support for the primary product of the College: credit and non-credit instruction. It is composed of colleagues from the different instruction-related areas.

Enrollment Management, lead by the Senior Director of Student Life & Enrollment Management, and composed of colleagues from the offices related to students, facilitates and coordinates the student services efforts at the College.

Business Affairs, lead by the Senior Director of Business Operations & Finance, facilitates and coordinates the finances, facilities, infrastructure and auxiliary services of the College.

The Dean’s Office, lead by the Dean, facilitates and coordinates the efforts of the other three administrative areas and works with community relations, development and the Holmes County Higher Education Center.

These administrative strands will meet on a schedule and in a manner of their choosing, dealing with matters germane to their areas. For instance, Instructional Affairs 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 Continuing Education & Workforce Development programs might have the opportunity to get a head start on technical credit classes. Or, Business Affairs might engage in discussions about how the Wayne Campus Police, Physical Facilities, 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 administrative strands will provide a forum/platform to effectively address issues and create constructive, cooperative responses.
The University of Akron Wayne College
Administrative and Governance Models

As required by the mission and particular objectives, the administrative units will invite colleagues from other administrative strands to work with them. Thus, Instructional Affairs might invite colleagues from Enrollment Management 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 identifies the administrative strands and their component units. The administrative structure interacts with the governance structure as these strands are represented on the College Council by the four primary administrators and as individual college colleagues serve on the various governance units.

<table>
<thead>
<tr>
<th>Dean</th>
<th>Dean’s Office</th>
<th>Enrollment Management</th>
<th>Instructional Affairs</th>
<th>Business Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community Relations</td>
<td>ADA Services</td>
<td>Credit Programs</td>
<td>Bookstore</td>
</tr>
<tr>
<td></td>
<td>Development</td>
<td>Admissions</td>
<td>CEWD</td>
<td>Budget</td>
</tr>
<tr>
<td></td>
<td>Holmes County Higher Education Center</td>
<td>Advising</td>
<td>Faculty</td>
<td>Physical Facilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Athletics</td>
<td>Articulation</td>
<td>Business Office</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career Services</td>
<td>Tech Prep</td>
<td>Capital Projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counseling Services</td>
<td>Off Campus/Weekend Support</td>
<td>Cashier</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSEOP</td>
<td>Human Resources</td>
<td>Food Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Financial Aid</td>
<td>Institutional Research</td>
<td>Telecommunication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Registration</td>
<td>Learning Center</td>
<td>Wayne Police</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student</td>
<td>Library</td>
<td>Word Processing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Orientation</td>
<td>Scheduling</td>
<td>Technical Support Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Veterans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recruitment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Admin Team → The Dean → Senior Director Student Life & Enrollment Mgmt. → Associate Dean of Instruction → Senior Director Business Operations & Finance

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 wellbeing, 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: a “governance” matter.

The University of Akron Wayne College believes that participatory governance is the process of engagement and communication designed to ensure that all individuals and stake holding (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 key element in the Participatory Governance Model is the individual Wayne College colleague; the model is designed to provide opportunities for individuals to become actively engaged. They can do so by participating in discussions at the College Meetings; attending meetings of their constituent groups (staff, contract professionals, faculty, students); as a visitor at any of the standing committees, task forces, or College Council meetings; and/or serving as a regular member of a committee, task force, or College Council.

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.

Constituent Groups

The participatory governance model includes representation for all of the College’s primary constituent groups: students, faculty, staff, CPs, and the community. Except for the Wayne College Community Advisory 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).

Standing Committees

As part of its basic structure, the participatory governance system will have five standing committees: College Wellbeing, Continuous Improvement, Institutional Effectiveness, Diversity and Teaching Learning Collaborative. 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 communication requirements of the system.

College Wellbeing

The College Wellbeing Committee’s mission is to promote the health and development of the College employees. The Wellbeing Committee will develop programs and services that address physical, mental, and emotional health.

Charge:
- development, organization, and promotion of workshops and other presentations of wellbeing topics
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, learning outcomes, and strategic plan
- 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 to provide support/resources for areas seeking to enhance performance on indicators

Diversity Committee
The Diversity Committee mission is to create a campus atmosphere which strengthens the quality of the Wayne College educational experience by incorporating diversity and inclusive excellence at its core.

Charges:
- Climate: To foster a campus environment that respects differences while encouraging inclusiveness
- Recruitment & Retention: To increase the recruitment, retention and representation of people of color, women, people with disabilities, and other underrepresented groups among students, faculty, administrators and staff
- Education & Training: To develop and implement a comprehensive system of education and training focused on effectively managing and leveraging diversity for the benefit of the students, faculty, staff, administrators and community
- Community Building: To build and strengthen partnerships with diverse communities, businesses and civic organizations for the purpose of supporting diversity and multiculturalism both within the College and in external communities
- Connection: Connecting with the UA Diversity Council to obtain and implement the University wide perspective of diversity and inclusive excellence
Teaching Learning Collaborative
The mission of the Teaching Learning Collaborative Committee is to enhance the teaching and learning environment for student success.

Charges:
- Develop innovative resources and opportunities that engage students, faculty and staff in an improved learning experience
- Seek input from students (via surveys, focus groups, etc.) twice annually to guide discussions for enhancements for collaboration and engagement

Committee Composition

Committes will be composed of up to (but not more than) nine individuals. All of the four primary constituent groups will have a representative for each of the five standing governance committees: College Wellbeing, Institutional Effectiveness, Continuous Improvement, Diversity, and Teaching Learning Collaborative. These committee 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 Wellbeing; the Dean will be an ex officio member of Institutional Effectiveness; the Associate Dean will be an ex officio of Teaching Learning Collaborative; the administrator serving as the UA’s Diversity Council liaison will be an ex officio of Diversity; and a colleague from CEWD will sit on Continuous Improvement. The remaining committee members will be solicited from the College and will serve either two-year or three-year terms.

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

<table>
<thead>
<tr>
<th>Constituent Group</th>
<th>Institutional Effectiveness</th>
<th>Continuous Improvement</th>
<th>College Wellbeing</th>
<th>Diversity</th>
<th>Teaching Learning Collaborative*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>1 yr.</td>
<td>1 yr.</td>
<td>1 yr.</td>
<td>1 yr.</td>
<td>n/a</td>
</tr>
<tr>
<td>Faculty</td>
<td>2 yrs.</td>
<td>3 yrs.</td>
<td>2 yrs.</td>
<td>3 yrs.</td>
<td>2 yrs.</td>
</tr>
<tr>
<td>Staff</td>
<td>3 yrs.</td>
<td>2 yrs.</td>
<td>3 yrs.</td>
<td>2 yrs.</td>
<td>TBD</td>
</tr>
<tr>
<td>CPs</td>
<td>2 yrs.</td>
<td>3 yrs.</td>
<td>2 yrs.</td>
<td>3 yrs.</td>
<td>TBD</td>
</tr>
<tr>
<td>At-Large</td>
<td>3 yrs.</td>
<td>2 yrs.</td>
<td>3 yrs.</td>
<td>2 yrs.</td>
<td>TBD</td>
</tr>
<tr>
<td>At-Large</td>
<td>n/a</td>
<td>2 yrs.</td>
<td>3 yrs.</td>
<td>2 yrs.</td>
<td>TBD</td>
</tr>
<tr>
<td>At-Large</td>
<td>n/a</td>
<td>2 yrs.</td>
<td>3 yrs.</td>
<td>n/a</td>
<td>TBD</td>
</tr>
<tr>
<td>Dean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrator</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Institutional Research</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Human Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEWD</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Counselor/ADA Coordinator</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Manager, TSS</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SLC Representative</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Director of Library</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>FDC Representative</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

*2013-2014 pilot year; future makeup TBD.
After this initial process, all members will come onto committees for two-year terms. When the Office of the Dean invites colleagues to membership on standing committees, they will be asked to express a preference for the first and second choice. Two-year or three-year 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 Office of the Dean.

Task Forces/Work Groups

The Dean, standing committees, and/or College Council may determine that a specific topic or issue requires the formation of a group of colleagues for consideration-recommendation. All task forces/work groups will be formed with specific tasks and outcomes clearly expressed and with a 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.

A task force is composed of colleagues from across the College so that representation might be achieved in consideration of a topic of college-wide impact (i.e. College Safety & Security, Student Communications, etc.). Selection of task force participation will follow that of standing committees. Work groups, on the other hand, are assembled with persons whose expertise and educational background bear most directly on a particular issue. Thus, for work groups college-wide representation is not necessarily a priority. Selection of work group participation is chosen through the appropriate administrative line.

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 administrative strands, and the College at large as it considers the development of recommendations regarding institutional policies, strategic planning, College wellbeing, institutional effectiveness, and matters impacting the various constituent groups. The recommendations which it makes (based on the input it receives) are forwarded to the Dean. Recommendations from the College Council require a 60% vote of members attending the meeting, with a 60% quorum (seven voting members) required for action.

Membership of the College Council

One each representative from (4)

Faculty
Students (from Associated Student Government)
Staff
CPs

From Standing College Committees (5)

College Wellbeing
Institutional Effectiveness
Continuous Improvement
Diversity
Teaching Learning Collaborative

Administration (3 voting)

Associate Dean
Senior Director of Business Operations and Finance
Senior Director of Student Life and Enrollment Management
Dean (non-voting)
In addition to these governance units, the model includes a Wayne College Community Advisory Council which provides for input from members of the area the College serves. The Dean also plays a direct role in Governance deliberations.

The Wayne College Community Advisory Council

The Wayne College Community Advisory 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 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 forces 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).

Process

An individual, committee, or task force 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 force 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 will 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 noted above.

**Communications**

In order for a participatory 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 force, etc. initiates a proposal in the governance system (via the College Council and completion of the College Council Proposal Form), the Council chair 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 posted on College Council’s SharePoint page.

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 SharePoint 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 and on SharePoint within a week of the meeting.

4. The Dean’s response to the voted recommendations from the College Council will be posted on College Council’s SharePoint page no later than one week after the recommendations are received by the Dean.

**College Service**

The Governance System provides many opportunities for colleagues to become actively engaged in service to the College: i.e. constituent groups, standing committees, task forces, and work groups. This service is appropriate for consideration in the annual performance review process. However, other activities not necessarily identified in this document are also important to the vitality and growth of Wayne and can also be taken into account as part of the performance review. For instance, involvement in new student orientation, open houses, student events, student organizations, and recruitment activities are all legitimate College Service activities. Similarly, volunteering to staff the College’s booth at a county fair, to make telephone calls to current/prospective students, and/or to otherwise assist the College in addressing its mission and priorities are all legitimate service to the College contributions. Supervisors are encouraged to discuss these opportunities with their departmental/area colleagues so that they might be agreed upon and established as relevant in the annual performance review.
Other

1. The administrative team will establish communications strategies so that the individuals and departments in the administrative strands will know about information that is developed and decisions that are made. These strategies will be determined in each administrative strand, but they will be regular and ongoing. Strategies will also be developed to enhance communication between and among the administrative strands.

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 strands. The faculty, staff, and CPs are encouraged to consider ways by which this can be accomplished most effectively.

3. The College will develop its own training-development resources so that specific skills like chairing, recording meeting minutes, and facilitating and more general topics like effective committee work and team building can be enhanced for both administrative and governance work.

4. A standard form and format for taking minutes and reporting has been established to expedite these processes and provide concise information for all. The templates are posted on the College’s SharePoint page.