

Participatory Governance Leadership Badge

Accessible web publication version

This badge recognizes Montgomery College employees who demonstrate advanced leadership while serving as an elected governance council Secretary, Vice Chair, or Chair.

Earners lead and facilitate council work, fulfill role-specific operational responsibilities, manage strategic communications, build consensus, navigate disagreement, advance concerns and recommendations, support ethical decision-making, and sustain effective governance processes.

Holding an officer title does not automatically qualify an individual for the badge. Candidates must demonstrate officer-level action, evidence, and outcomes. The Engagement badge is a foundational opportunity. The Leadership badge may be earned once.

1. Council Leadership and Facilitation

Competency definition

Plans and facilitates inclusive, organized, and outcome-oriented council meetings, discussions, and initiatives.

Clarifies purpose, encourages participation, manages time and routine disagreement, applies meeting procedures, and moves work toward documented decisions or actions.

Alignment and evidence

Alignment with NACE, MC Strategic Plan, and governance frameworks	Evidence, artifacts, assessments, and exercises
NACE: Leadership, Communication, Teamwork, Equity and Inclusion. MC Strategic Plan: Goal 2, belonging and professional growth; Goal 3, organizational effectiveness. AACC: Organizational Strategy and Communication. ACCT: Organizational leadership, shared vision, preparation, and clear expectations. AAUP: Shared responsibility and constructive joint action. MC Governance: Officer responsibilities, meeting process, deliberation, motions, and decisions.	Required evidence: Agenda or facilitation plan with related minutes, action items, or meeting outcome. Possible artifacts: Meeting script, presentation, member feedback, project plan, decision record, or documentation of a discussion led by the candidate. Possible exercise: Facilitation scenario involving competing viewpoints or a procedural challenge.

Performance levels

Developing (1)	Competent (2)	Accomplished (3)
Meeting or initiative leadership is inconsistent, reactive, or heavily dependent on others. Purpose, participation, time, procedure, disagreement, or follow-through may not be managed effectively. Evidence does not clearly connect the candidate's leadership to a council result.	Prepares and leads council work with a clear purpose, organized process, inclusive participation, appropriate meeting procedures, and documented decisions or next steps. Manages routine disagreement respectfully and follows through on agreed actions. Evidence demonstrates a clear officer-level contribution to an outcome.	Leads a complex discussion, meeting, or initiative using adaptive facilitation and sound judgment. Addresses participation barriers, helps the council work through significant disagreement or uncertainty, and strengthens the leadership capacity of others. Evidence demonstrates sustained impact or an improved council practice.

2. Role-Specific Operations and Stewardship

Competency definition

Fulfills the responsibilities of Secretary, Vice Chair, or Chair accurately, consistently, and on time.

Maintains the records, schedules, communications, processes, and institutional connections required for reliable council operation and continuity.

Alignment and evidence

Alignment with NACE, MC Strategic Plan, and governance frameworks	Evidence, artifacts, assessments, and exercises
NACE: Professionalism, Technology, Career and Self-Development, Critical Thinking. MC Strategic Plan: Goal 2, professional growth; Goal 3, organizational effectiveness and responsive work culture. AACC: Resource Management. ACCT: Role clarity, accountability, and clear standards of performance. AAUP: Shared responsibility for process. MC Governance: Role-specific officer duties, annual deadlines, records, concern tracking, and College Council responsibilities.	Required evidence: Role-specific evidence. Possible artifacts: Approved minutes, agendas, attendance records, membership list, meeting invitations, concern tracker, goal plan, annual report, College Council update, or liaison communication. Possible exercise: Correct a sample set of incomplete governance records or develop an annual officer calendar.

Performance levels

Developing (1)	Competent (2)	Accomplished (3)
Required duties, deadlines, records, or communications are incomplete, inconsistent, inaccurate, or dependent on repeated reminders. Evidence does not establish dependable role performance or continuity.	Completes the responsibilities of the elected role accurately and on time, uses appropriate systems and technology, maintains accessible records, and supports reliable council operations. Evidence demonstrates consistency, attention to detail, and accountability.	Improves a role-specific process, anticipates risks or dependencies, coordinates responsibilities across the officer team, and strengthens continuity or access. Evidence demonstrates improved accuracy, efficiency, timeliness, transparency, or sustainability.

3. Strategic Communication and Transparency

Competency definition

Develops and maintains clear, timely, accessible, and appropriately transparent communication among council members, constituents, the Governance Office, College Council, Leader Liaisons, and other stakeholders.

Closes communication loops and avoids preventable surprises.

Alignment and evidence

Alignment with NACE, MC Strategic Plan, and governance frameworks	Evidence, artifacts, assessments, and exercises
NACE: Communication, Technology, Professionalism, Equity and Inclusion. MC Strategic Plan: Goal 1, connections; Goal 2, belonging; Goal 3, organizational effectiveness. AACC: Communication. ACCT: Regular communication, equal access to information, and clear expectations. AAUP: Transparency and information sharing. MC Governance: Cross-council communication, constituent updates, referrals, and communication with College leadership.	Required evidence: One officer-level communication with documented follow-through. Possible artifacts: Council communication plan, agenda announcement, constituent report, College Council update, Leader Liaison correspondence, recommendation transmittal, referral to another council, stakeholder briefing, or response summary. Possible exercise: Communicate a complex or sensitive governance decision to multiple audiences.

Performance levels

Developing (1)	Competent (2)	Accomplished (3)
Officer communication is fragmented, delayed, unclear, inaccessible, or limited to one audience. Relevant parties may not understand the issue, decision, responsibility, or next step. Feedback loops are left incomplete.	Communicates accurate, timely, accessible, and audience-appropriate information across the required governance relationships. Clarifies decisions, responsibilities, deadlines, and next steps and ensures that questions or referrals receive follow-through.	Anticipates the needs of multiple audiences, manages complex or sensitive information appropriately, and establishes a proactive communication process. Evidence demonstrates increased transparency, participation, coordination, or confidence in governance.

4. Collaboration, Consensus, and Conflict Navigation

Competency definition

Builds productive relationships across roles and constituencies, develops trust within the council, incorporates differing perspectives, and helps participants reach mutual agreement or a workable shared direction.

Addresses disagreement without avoiding, personalizing, or dominating it.

Alignment and evidence

Alignment with NACE, MC Strategic Plan, and governance frameworks	Evidence, artifacts, assessments, and exercises
NACE: Teamwork, Equity and Inclusion, Leadership, Communication. MC Strategic Plan: Goal 1, connections; Goal 2, belonging; Goal 3, responsive work culture. AACC: Collaboration. ACCT: Trust, teamwork, shared vision, and mutual respect. AAUP: Collegiality, cooperative action, and shared responsibility. MC Governance: Mutual agreement, inclusive participation, collaboration, civility, and consultation across councils.	Required reflection: One officer-level example involving differing viewpoints, consensus, or conflict. Possible artifacts: Stakeholder plan, jointly developed recommendation, cross-council correspondence, meeting record, consensus protocol, feedback summary, or documented resolution. Possible exercise: Conflict or consensus-building scenario.

Performance levels

Developing (1)	Competent (2)	Accomplished (3)
Collaboration is limited to familiar participants or obtaining quick agreement. The candidate may avoid disagreement, dominate the process, or rely on others to address conflict. Evidence does not demonstrate a shared result.	Engages relevant participants, listens to different perspectives, manages routine disagreement constructively, and helps the council reach a workable agreement, recommendation, or course of action. Evidence demonstrates trust and shared responsibility.	Bridges significant differences, restores or strengthens trust, and ensures that perspectives at risk of exclusion are meaningfully considered. Evidence demonstrates a durable partnership, resolution of a complex conflict, or a collaborative practice others can continue using.

5. Strategic Thinking, Recommendation Development, and Follow-Through

Competency definition

Frames governance issues, confirms scope, gathers evidence and stakeholder input, evaluates alternatives and effects, develops feasible recommendations or responses, and tracks the matter through completion.

Connects council work to College priorities, student success, and institutional impact.

Alignment and evidence

Alignment with NACE, MC Strategic Plan, and governance frameworks	Evidence, artifacts, assessments, and exercises
NACE: Critical Thinking, Leadership, Technology, Communication, Equity and Inclusion. MC Strategic Plan: Goal 3, data-informed effectiveness; Goal 4, career readiness and institutional impact. AACC: Organizational Strategy. ACCT: Strategic thinking and informed decision-making. AAUP: Constructive joint thought and shared decision-making. MC Governance: Concern tracking, issue research, recommendation reports, impact statements, referrals, and response communication.	Required evidence: One council issue, concern, goal, or recommendation tracked from identification through result or documented next step. Possible artifacts: Concern report, issue brief, data summary, options matrix, stakeholder analysis, Governance Recommendation Report, goal report, implementation response, status report, or outcome evaluation. Possible exercise: Develop a response to a governance case using evidence and multiple options.

Performance levels

Developing (1)	Competent (2)	Accomplished (3)
Identifies an issue but provides limited analysis, stakeholder input, strategic connection, alternatives, or follow-through. May move directly to a preferred solution without clearly establishing scope, need, feasibility, or intended result.	Clearly frames the issue, gathers relevant evidence and perspectives, considers reasonable alternatives and effects, and develops a feasible response or recommendation aligned with governance responsibilities and College priorities. Evidence demonstrates appropriate follow-through.	Leads work on a complex or system-level issue, integrates multiple reliable sources and stakeholder perspectives, tests assumptions, anticipates risks and unintended effects, and develops an adaptable or sustainable recommendation. Evidence demonstrates significant institutional contribution.

6. Ethical Leadership, Continuity, and Member Development

Competency definition

Models integrity, fairness, accountability, confidentiality, civility, and respect for governance roles and procedures.

Uses authority appropriately, distributes responsibility, supports member development, and prepares the council for continuity and transition.

Alignment and evidence

Alignment with NACE, MC Strategic Plan, and governance frameworks	Evidence, artifacts, assessments, and exercises
NACE: Professionalism, Equity and Inclusion, Career and Self-Development, Leadership, Teamwork. MC Strategic Plan: Goal 2, belonging and professional growth; Goal 3, effective work culture; Equity and Inclusion, Integrity, Respect, and Excellence. AACC: Professionalism and Ethics; Collaboration. ACCT: Ethical leadership, accountability, trust, and role limitations. AAUP: Integrity, accountability, and shared responsibility. MC Governance: Confidentiality, role boundaries, officer development, delegation, annual transitions, and institutional memory.	Possible artifacts: Transition guide, delegation plan, meeting norms, orientation resource, coaching example, succession plan, recusal record, policy-based decision, corrected error, or end-of-year report. Possible exercise: Ethical leadership scenario involving transparency, confidentiality, or role authority.

Performance levels

Developing (1)	Competent (2)	Accomplished (3)
Provides general statements about ethics or leadership but limited evidence of application. May overlook confidentiality, conflicts, role limits, fairness, delegation, member development, or transition needs. Council continuity depends heavily on the individual officer.	Applies governance policies and procedures fairly, protects confidentiality, manages conflicts and authority appropriately, delegates responsibilities, supports member learning, and prepares accurate transition information. Evidence demonstrates ethical and sustainable officer practice.	Navigates a complex ethical or equity issue, strengthens safeguards or fair process, develops the leadership capacity of others, and establishes a transition or succession practice that continues beyond the officer's term. Evidence demonstrates increased trust, resilience, or institutional continuity.

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

- **American Association of Community Colleges: Competencies for Community College Leaders, Fourth Edition**. Informs organizational strategy, communication, collaboration, resource management, and professionalism and ethics.
- **American Association of University Professors: Statement on Government of Colleges and Universities**. Informs shared responsibility, collegiality, transparency, cooperative action, and accountability.
- **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.
- **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.
- **Montgomery College Strategic Plan, 2023-2028**. Provides the College goals, supporting strategies, intended outcomes, and values used in the institutional alignment.
- **National Association of Colleges and Employers: Career Readiness Competencies**. Defines the eight career readiness competencies used in the NACE alignment column.