

# **Resource Guide to Institutional Decision Making at MPC**

## **Monterey Peninsula College**

**DRAFT READY FOR REVIEW: April 15, 2016**

Monterey Campus  
980 Fremont Street  
Monterey, CA 93940

Public Safety Training Center  
2642 Colonel Durham Street  
Seaside, CA 93955

Education Center at Marina  
289 12<sup>th</sup> Street  
Marina, CA 93933

**Mission Statement**

Monterey Peninsula College is an open-access institution that fosters student learning and achievement within its diverse community. MPC provides high quality instructional programs, services, and infrastructure to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities.

Adopted by the Governing Board, October 22, 2014

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**Values Statement**

To attain the mission of the college and enhance the intellectual, cultural, and economic vitality of our diverse community, MPC strives to:

- Cultivate collaboration to promote student success
- Recruit and retain highly qualified faculty and staff
- Provide students and staff with clean, accessible, attractive, and safe facilities
- Provide equipment and training sufficient to support student learning and achievement

## **RESOURCE GUIDE TO INSTITUTIONAL DECISION MAKING AT MPC 2016**

### INTRODUCTION

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### ROLES OF MPC GROUPS IN INSTITUTIONAL DECISION MAKING

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- Advisory Groups
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    - Administrative Services Advisory Group
    - President’s Advisory Group
    - Student Services Advisory Group
  
  - Advisory Work Groups
    - Academic Affairs Council
    - Administrative Services Council
    - President’s Cabinet
    - Student Services Council
  
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    - Graduation Committee
    - Health and Welfare Cost Containment Committee
    - Professional Recognition Board
    - Student Discipline Committee
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## INTRODUCTION

### **Purpose of this Resource Guide**

This resource guide documents the practices for institutional decision-making at Monterey Peninsula College (MPC) and has been developed to improve College-wide communication and trust. By documenting decision-making practices, this resource guide promotes a common understanding of processes, helps to ensure consistent application of policies and practices, encourages broad participation in campus matters, and supports the institution's continuous quality improvement.

### **Importance of Collaboration in Making Institutional Decisions**

The decision-making processes described in this resource guide reflect the mechanisms by which MPC ensures that the voices of the constituent groups are heard in making decisions. The constituent groups are MPC faculty, staff, administration, and students.

Since each constituent group has specific responsibilities within the College, each group has a defined role in decision-making. Collaboration on institutional decisions requires that the members of all constituent groups understand and respect the roles and responsibilities assigned to each group.

Constituent groups contribute their perspectives and voices to institutional decision-making by making recommendations to those who have the responsibility for making final institutional decisions: the Superintendent/President and the Board of Trustees. This document describes the processes that constituent groups use to develop recommendations that are forwarded to the Superintendent/President and/or Board.

### **Evaluation of the *Resource Guide to Institutional Decision Making at MPC 2016***

The *Resource Guide to Institutional Decision Making at MPC 2016* is reviewed and updated annually to maintain credibility as a valuable resource by reflecting changes, such as in descriptions, timelines, or processes. The <insert group> is responsible for making these annual updates.

In addition to an annual review of content for minor revisions, the Planning and Institutional Effectiveness Committee evaluates the processes described in this resource guide every three years. This assessment occurs as part of MPC's assessment of its planning processes. This timeline and assessment process is described in the "Assessment of Planning and Decision-Making Processes" section of the *MPC 2016 Integrated Planning Manual*.

As an overview, the assessment includes gathering College-wide input and preparation of an assessment report that is submitted to <insert group>. The <insert group> reviews the assessment report and recommends revisions to institutional decision-making processes as warranted by that assessment. The Planning and Institutional Effectiveness Committee ensures

that the *Resource Guide to Institutional Decision Making at MPC 2016* is updated to reflect changes approved by <insert group>.

Through these two processes, one on an annual basis and one every three years, this resource guide is maintained to reflect the inevitable changes in decision-making processes that are to be expected as part of MPC's cycle of continuous quality improvement.

## **Roles of MPC Groups in Institutional Decision Making**

The roles in making decisions that is described below are derived from the California Code of Regulations, the MPC Board Policies, and MPC practices, procedures and job descriptions.

### Those with Responsibility for Making Final Decisions: Board of Trustees and Superintendent/President

#### Board of Trustees

The Board of Trustees has responsibility for making final legal, fiduciary, and policy decisions for the District and the College. The sources of authority for these responsibilities are California State Education Code 70902, ACCJC Standard IV.C.1. and *Board Policy 1007: Specific Duties and Responsibilities of the Governing Board*.

The Board affirms its role and responsibilities in *Board Policy 1007: Specific Duties and Responsibilities of the Governing Board*, which includes the following specific duties.

1. Select, appoint, and evaluate the Superintendent/President, and exercise oversight and supervision of the Superintendent/President, and take steps to ensure the Superintendent/President is accountable to the Board and institution
2. Determine the broad general policies, which will govern the operation of the College and the District and review them periodically
3. Act on recommendations of the Superintendent/President
4. Review and adopt the annual budget
5. Approve the expenditure of all funds
6. Assure the financial solvency of the District
7. Act on recommendations of the Superintendent/President regarding the appointment or dismissal and assignment of all faculty and staff members
8. Function as the legislative and policy-making body charged with the oversight and control of the College, leaving the executive function to the Superintendent/President
9. Approve and evaluate the educational program of the College with the Superintendent/President and other appropriate personnel
10. Participate in the development of educational policies with local, regional, state, and national agencies
11. Ensure proper accounting of all funds under the supervision of the Board
12. Provide for the annual audit of all funds under the supervision of the Board
13. Consider communications and requests from citizens or organizations on matters of policy and administration
14. Consult with the Board President prior to recommending Board meeting agenda items as provided in Governing Board Policy 1021

An additional responsibility of the Board of Trustees is to prescribe the duties to be performed by all employees who provide service within the District. (California Education Code 72400) The Board delegates their responsibility for the overall quality of the institution and operational decisions to

the Superintendent/President. The source of authority for the Superintendent/President to make final decisions related to institutional quality and operational issues are *Board Policy 1050 Executive Officer of the Governing Board* and ACCJC Accreditation Standard IV.B.

For the ten academic and professional matters outlined in state regulations, the Board receives and considers recommendations from the College groups that are assigned those responsibilities in *Board Policy 2000 Organization of the College* and *Board Policy 2005 Academic Senate*.

MPC is a single-college district with a Board of Trustees elected by the citizens of the Monterey Peninsula College District. The Board of Trustees consists of five locally elected Trustees who represent and must reside in the trustee area they represent. Trustees are elected by the qualified voters in the District to serve four-year terms. The Trustee areas are described in *Board Policy 1005: Composition and Authority of the Governing Board*.

A student trustee is elected annually as part of the Associated Students of MPC elections. The Student Trustee has the same responsibilities as all Trustees to represent the interest of the entire community. In addition, he/she provides a student perspective on the issues facing the Board. The Student Trustee receives all materials sent to other members of the Board except those pertaining to closed session matters; attends all open session board meetings; asks questions; participates in discussions; and casts an advisory, nonbinding vote on the matters that come before the Board.

#### Superintendent/President

The MPC Superintendent/President serves as the Superintendent of the Monterey Peninsula Community College District and the President of Monterey Peninsula College. These roles are defined in California Education Code, ACCJC accreditation standards, and MPC Board Policy.

The Superintendent/President is the sole employee of the Board and is responsible directly to the Board. The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action as documented in *Board Policy 1050: Executive Officer of the Governing Board*.

The Superintendent/President may delegate any powers and duties entrusted to the office by the Board and shall be specifically responsible to the Board for the execution of such delegated powers and duties.



## Those with Responsibility for Developing Recommendations: Administrators, Faculty, Staff, Students

### Administrators

The role of administrators in developing recommendations at MPC is determined by the scope of responsibility and authority delegated to them by the Board and/or Superintendent/President (*Board Policy 5525 Administrative Organization*). The responsibilities and authority assigned to each administrative position are described in administrative job descriptions.

Departments and service areas at MPC are grouped into one of three administrative units based on whether the primary role of that unit is academic, administrative, or student support. A vice president leads each administrative unit, supported by a team of deans and/or managers. Some College functions, such as the Office of Institutional Research and Human Resources, report directly to the Superintendent/President.

Drawn from typical job descriptions for administrative positions, administrators' responsibilities related to developing recommendations include the following.

- Provide effective leadership and support in planning and accreditation
- Provide effective leadership and support for the college's participatory governance processes
- Implement and evaluate district objectives related to their area of supervision
- Adhere to legal and ethical standards as well as policies established by the Board of Trustees
- Oversee the effective use of institutional resources
- Make contributions to the development and improvement of all district functions
- Implement best practices and courses of action
- Assume responsibility for ensuring implementation of activities based on applicable recommendations and college goals
- Evaluate the effectiveness of activities in order to support and facilitate the educational process and ensure the institution's effectiveness
- Make improvements and promote quality and responsiveness in district operations

### Faculty

The role of full-time and adjunct faculty members in developing recommendations on academic and professional matters at MPC is defined in Title 5 of the California Code of Regulations § 53200, *Board Policy 2000 Organization of the College* and *Board Policy 2005 Academic Senate*.

Following the state regulations, the Board recognizes the MPC Academic Senate as the voice of the faculty on the following academic and professional matters. (*Board Policy 2010 Shared Governance*)

1. Curriculum
2. Degree and certificate requirements
3. Grading policies

4. Educational program development
5. Standards or policies regarding student preparation and success
6. Governance structure as related to faculty roles
7. Faculty roles and involvement in accreditation processes
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed by the Board of Trustees and the Academic Senate.

The MPC Teachers Association represents the faculty on working conditions within the scope of collective bargaining as confirmed in *Board Policy 2000 Organization of the College*.

### Staff

The role of full- and part-time classified staff members in developing recommendations at MPC is defined in California Code of Regulations Title 5 §51023.5. In summary, this regulation states that:

- The Board will inform staff of all policies and procedures being developed, invite participation, and provide opportunities for staff to express their views;
- Staff will be provided with opportunities to participate in the formulation and development of policies and procedures that have or will have a significant impact on them; and
- The Board will give every reasonable consideration to the recommendations and opinions of staff on matters that have or will have a significant impact on them.

*<Note: I cannot find a Board Policy that affirms Title 5 §51023.5. Please check Board Policy 2000 Organization of the College. What am I missing?>*

Classified staff participate in developing recommendations through committee service as well as by contributing to the institutional dialogue within their units.

The MPC Employees Association (MPCSEA) represents classified staff on working conditions within the scope of collective bargaining as confirmed in *Board Policy 2000 Organization of the College*. In addition, the MPCSEA appoints classified staff as representatives to some committees.

Employees who serve as classified managers, supervisors, and confidential staff join MPC administrators in dialogue related to working conditions.

### Students

The role of students in developing recommendations at MPC is defined in California Code of Regulations Title 5 §51023.7 and *Board Policy 2000 Organization of the College*. The specific matters identified as having a significant effect on students are identified as:

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs that should be initiated or discontinued
6. Processes for institutional planning and budget development
7. Standards and policies regarding student preparation and success
8. Student services planning and development
9. Student fees within the authority of the district to adopt
10. Any other district and college policy, procedure or related matter that the district governing board determines will have significant effect on students.

In *Board Policy 2000 Organization of the College*, the Board recognizes the Associated Students of Monterey Peninsula College as the official voice for students and as the official voice of students, the Associated Students will be given an opportunity to participate effectively in the formulation and development of policies and procedures that have a significant effect on them. This Board Policy provides that recommendations and positions developed by students will be given every reasonable consideration prior to action on a matter having a significant impact on them.

## **Norms for Collaboration in Institutional Decision Making**

- All College-wide Committees are co-chaired by an administrator and either a faculty member or a staff member. Where appropriate, committees will have tri-chairs.
- The administrative co-chair of each College-wide Committee is responsible for providing administrative support staff to the Committee for the purposes of preparing agendas and minutes and is responsible for routing the Committee's work products to the appropriate next step.
- All MPC meetings start and stop on time. A meeting time is extended only by agreement of all members at the meeting.
- The agendas and minutes for all MPC meetings are action-based to document topics to be discussed and agreements. See the next two pages for an example.
- If group members are to be asked to discuss a document in a meeting, every effort is made to distribute the document(s) to the group's members at least two days prior to the meeting. Exceptions are made for emergent issues.
- College faculty, staff and administrators who agree to serve on College decision-making groups also agree to complete pre-meeting tasks, such as reading documents, in order to fully participate in the group's work.
- The last five minutes of each meeting is dedicated to summarizing the actions taken by the group including the assignment of tasks to be accomplished prior to the next meeting.

## **Types of Tasks in Institutional Decision Making**

### **Governance Tasks**

Governance tasks involve developing recommendations on Board Policies and on the academic and professional matters defined in California Code of Regulations Title 5 § 53200 (10+1), such as developing and revising processes for program review and planning, drafting policies related to academic and professional matters such as a Program Discontinuance Policy, and recommending curricular additions and revisions.

The groups at MPC that are charged with governance tasks are Academic Senate and Curriculum Advisory Committee. Members in these governance groups are selected to represent specific units or areas within the college. Each member is responsible to bring information and perspectives from that unit or area into the governance group dialogue as well as to bring information and perspectives from the governance group back to the unit or area.

These two governance groups, the Academic Senate and Curriculum Advisory Committee, are required to conduct their meetings in compliance with the Brown Act. In addition, they may follow Robert's Rules of Order. Subcommittees of these governance groups are not required to conduct meetings in compliance with the Brown Act or Robert's Rules of Order.

### **Operational Tasks**

Operational tasks are everything the College does other than develop policies. These tasks are focused on implementation of MPC's procedures and policies. The authority for performing operational tasks is derived from the Board of Trustees and the Superintendent/President, who assign specific responsibilities to committees and to positions within the institution through job descriptions.

Operational groups are charged with the task of collaborating to implement Board Policies or any 10+1 processes approved by governance groups, such as program review and planning. Operational groups also develop and implement operational-level processes, such as scheduling classes and evaluating planning outcomes.

Operational group members are assigned or appointed to College-wide Committees or Advisory Groups by virtue of their unique expertise or by virtue of the position they hold within the College. Operational groups are not required to conduct their meetings in compliance with the Brown Act or Robert's Rules of Order.

## Governance and Operations in Institutional Decision-Making

Governance tasks consume a relatively small portion of the College's time and energy. College committees and administrators spend most of their time on operations, meaning they spend most of their time implementing, rather than developing, policies and processes related to the academic and professional matters defined in state regulations (10+1).

Participatory governance refers to state regulations that require broad participation in the academic and professional matters identified in those state regulations (10+1).

Although broad participation in operations is not required by state regulation, our decisions are strengthened when employees from across the College contribute their perspectives and insights.\*



*\* Related ACCJC Standard: IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning and specific-purpose committees.*

## **MPC GOVERNANCE GROUPS**

### **ACADEMIC SENATE**

#### ***Charge***

The Academic Senate is a governance and consultative body that represents full-time and adjunct faculty. The charge of the MPC Academic Senate is to give the faculty a primary voice in the formation and implementation of MPC policies on academic and professional matters, which are identified as the following.

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-studies
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate

Documented in *Board Policy 2010: Shared Governance*, the Board relies primarily upon the advice and judgment of the Academic Senate in decisions related to these academic and professional matters. To rely primarily upon the advice and judgment of the Academic Senate means that the Board will accept the recommendations of the Academic Senate except under exceptional circumstances and for compelling reasons. If a recommendation is not accepted, the Governing Board or its designee shall promptly communicate its reasons in writing to the Academic Senate.

#### ***Reports to***

Board of Trustees and/or Superintendent/President contingent on the type of recommendation

#### ***Membership***

The Academic Senate consists of full- and part-time faculty who are employed in positions that are not designated as supervisory or management. The voting members of the Academic Senate are one representative from each of the following divisions or areas.

1. Business and Technology
2. TRIO Programs
3. Creative Arts
4. Humanities
7. Nursing
8. Physical Education
9. Physical Sciences
10. Social Sciences

- 5. Library
- 6. Life Sciences

- 11. Student Services
- 12. Access Resource Center

In addition there are four at-large seats elected by all full-time and adjunct faculty to serve staggered three-year terms. At least one at-large seat is reserved for an adjunct faculty member. A student representative appointed by Associated Students of MPC serves on the Academic Senate as a non-voting member.

The Academic Senate provides faculty voices in academic and professional matters through Academic Senate Subcommittees or Standing Committees. See the table below for the alignment of academic and professional matters assigned to the Academic Senate in California Education Code Title 5 § 53200 and corresponding MPC groups assigned to those tasks.

<b>Implementation of Title 5 Section 53200 at Monterey Peninsula College</b>	
<b>Academic and Professional Matters</b>	<b>Recommendations Developed by...</b>
1. Curriculum 2. Degrees/Certificates 3. Grading Policies 4a. Educational Program Development: Curriculum 5. Standards on Student Preparation and Success	Curriculum Advisory Committee
6. Faculty Roles in Governance 7. Faculty Roles in Accreditation 8. Policies for Faculty Professional Development	Academic Senate
9. Processes for Program Review	Academic Senate Planning and Institutional Effectiveness
10a. Processes for Institutional Planning	Academic Senate Planning and Institutional Effectiveness
4b. Educational Program Development: Fiscal Impact 10b. Processes for Budget Development	Budget Advisory Committee

**Website:** <http://www.mpc.edu/about-mpc/shared-governance/academic-senate-new>



**Academic Senate Subcommittees**

The Academic Senate conducts its business in part through the efforts of the following subcommittees that report to the Academic Senate.

Academic Senate Subcommittees	Purpose	Membership
Academic Senate Executive Board	<ul style="list-style-type: none"> <li>• Develop and approve the agenda for each Academic Senate meeting</li> <li>• Monitor progress on the tasks assigned to Academic Senate Subcommittees</li> </ul>	<ul style="list-style-type: none"> <li>• MPC Academic Senate President</li> <li>• MPC Academic Senate Vice President</li> <li>• MPC Academic Senate Secretary</li> <li>• Committee on Committees Chair</li> <li>• Immediate past president of the MPC Academic Senate</li> <li>• MPC Academic Senate representative to the statewide Academic Senate</li> </ul>
Committee on Committees	<ul style="list-style-type: none"> <li>• Recommend new and replacement faculty appointments to committees to the Academic Senate, including task forces, to fulfill specific committee needs based on faculty members' interest, suitability, and availability</li> </ul>	<ul style="list-style-type: none"> <li>• Chair elected by the MPC Academic Senate</li> <li>• 5 to 7 faculty members appointed by MPC Academic Senate, at least one of whom is an Academic Senate Senator</li> </ul>
Equivalency Committee	<ul style="list-style-type: none"> <li>• Review equivalency for faculty hires as requested by Human Resources and faculty hiring committees</li> <li>• Convened as needed; does not schedule regular meetings</li> </ul>	<ul style="list-style-type: none"> <li>• MPC Academic Senate President</li> <li>• Four faculty members appointed by MPC Academic Senate</li> <li>• Resource: Representative of Human Resources</li> </ul>
Flex Day Committee	<ul style="list-style-type: none"> <li>• Coordinate content of Flex Day presentations</li> <li>• Select a keynote speaker</li> <li>• Develop and distribute Flex Day schedule</li> </ul>	<ul style="list-style-type: none"> <li>• ?</li> <li>• Support staff from VP Academic Affairs office</li> </ul>

## CURRICULUM ADVISORY COMMITTEE

### **Charge**

The Curriculum Advisory Committee is a governance and consultative body convened to:

- Ensure MPC compliance with state regulations related to curriculum;
- Review and recommend all proposed changes and additions to MPC curriculum (courses and programs);
- Review and recommend courses for inclusion in general education patterns; and
- Review and recommend graduation requirements.

### **Reports to**

Board of Trustees and Superintendent/President

### **Membership**

Curriculum Advisory Committee voting members are appointed as follows:

- One faculty member appointed by the Academic Senate
- Articulation Officer
- One faculty members representing each of the following areas *appointed by ? : is this one faculty from each Division? Is there an easier way to say this?*
  - Basic Skills
  - Counseling Faculty
  - Library
  - Business and Technology
  - Creative Arts
  - ESL
  - Supportive Services
  - Humanities
  - Life Science
  - Nursing
  - Physical Education
  - Physical Science
  - Social Science
- One student appointed by Associated Students of Monterey Peninsula College
- Resource members:
  - VP Academic Affairs
  - All academic deans
  - Academic Technician
  - CurricUNET Specialist

The VP of Academic Affairs supports the Curriculum Advisory Committee in ensuring that MPC is in compliance with state regulations on curriculum.

**Website:** [add URL after website is updated]

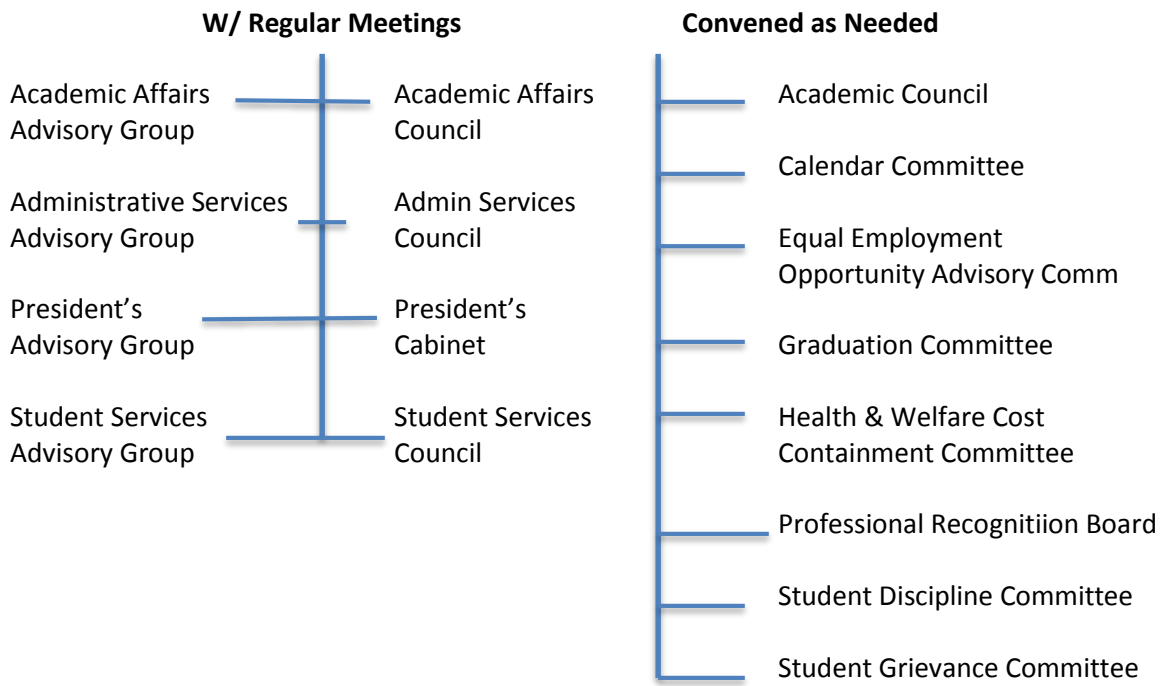
## MPC OPERATIONAL GROUPS

Operational groups implement MPC’s operations, procedures, and policies. The authority for operational groups is derived from the Board of Trustees who delegates operational responsibilities to the Superintendent/President, who then assigns specific responsibilities to committees and to positions within the institution through job descriptions. There are two types of operational groups at MPC: College-wide Committees and Advisory Groups.

### College-wide Committees

- Basic Skills Committee
- Budget Advisory Committee
- Facilities Committee
- Institutional Committee on Distance Education
- Learning Assessment Committee
- Planning and Institutional Effectiveness
- Safety Committee
- Student Success Advisory Committee
- Technology Committee

### Advisory Groups



## MPC OPERATIONAL GROUPS

Operational groups implement MPC’s operations, procedures, and policies. This implementation of policies or operations constitutes the majority of the College’s work. The authority to do these operational tasks of implementing policies and developing operational-level policies and procedures is derived from the Board of Trustees and the Superintendent/President, who assign specific responsibilities to committees and to positions within the institution through job descriptions. There are two types of operational groups at MPC: College-wide Committees and Advisory Groups.

### College-wide Committees

College-wide Committees are the vehicle for including the voices of constituent groups in institutional operations and activities of ongoing importance to the College’s continued growth and improvement. College-wide Committees report their recommendations and reports of their work to the Academic Senate or one of the four advisory groups contingent on the type of work product.

MPC College-wide Committees	Charge	Membership appointed by? throughout
Basic Skills Committee	<ul style="list-style-type: none"> <li>• In concert with the appropriate campus stakeholders, evaluate the progress being made on the accomplishment of the objectives stated in the Basic Skills Initiative Action Plan and act as a resource for those implementing the planned actions</li> <li>• Conduct annual review of the Basic Skills Initiative Action Plan and Long-Term Goals and recommend amendments as deemed necessary</li> <li>• Inform the campus and local community about basic skills concepts, programs, resources, and practices</li> <li>• Integrate basic skills into the campus culture and college community</li> <li>• Enhance collaboration and communication between Student Services and Academic Affairs and among all programs and services related to basic skills</li> <li>• Establish and sustain ongoing opportunities to enhance basic skills instructional and advising methods at all levels of the institution</li> <li>• Collaborate with appropriate departments in surveying and implementing effective instructional practices</li> <li>• Support plans and programs that facilitate transition to college</li> <li>• Celebrate achievements and successes accomplished by</li> </ul>	<ul style="list-style-type: none"> <li>• Two administrators, one appointed by the VP Academic Affairs and one appointed by the VP Student Services</li> <li>• Three faculty who teach basic skills, one each from Writing, Reading, and Mathematics</li> <li>• One faculty representative of the <b>ENSL/ENSL Center</b> (?)</li> <li>• One faculty representative of the library</li> <li>• One representative from each of the following programs:               <ul style="list-style-type: none"> <li>– TRIO/EOPS/College Readiness</li> <li>– Academic Support Center</li> <li>– Supportive Services Reading</li> <li>– Supportive Services Writing</li> </ul> </li> <li>• Director of English and Study Skills Center</li> <li>• Reading Center Coordinator</li> </ul>

	<p>students, faculty, staff, and programs in areas related to basic skills</p>	<ul style="list-style-type: none"> <li>• Math Learning Center Coordinator</li> <li>• Counseling Faculty</li> <li>• Two faculty who teach transfer-level courses, at least one of whom teaches a CTE discipline</li> </ul>
<p>Budget Advisory Committee</p>	<ul style="list-style-type: none"> <li>• Evaluates previous year’s budget (revenue projections, actuals, etc.), timelines, and process and reports findings to College Council</li> <li>• Contextualizes institutional information in respect to the budget. Information to include, but is not limited to, the following: <ul style="list-style-type: none"> <li>– Institution-set standards</li> <li>– Education Master Plan/institutional goals and objectives updates</li> <li>– Program reflections summary</li> <li>– Program review updates and action plans</li> </ul> </li> <li>• Reviews and/or analyzes budget information, including, but not limited to the following: <ul style="list-style-type: none"> <li>– The Superintendent’s/President’s planning assumptions</li> <li>– The Governor’s budget information</li> <li>– The college’s enrollment trends/revenue projections</li> <li>– The college’s budget trends over the last few years</li> <li>– The “Audit – Annual Financial Report”</li> </ul> </li> <li>• Distills institutional information to inform budget managers.</li> <li>• Presents/distributes budget packets (including relevant institutional information) to the campus community through electronic means.</li> <li>• Offers budget workshops to help inform campus community about budget construction and process.</li> <li>• Reviews the budget at Governor’s May revise, affirming revenue assumptions.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Administrative Services</li> <li>• VP Academic Affairs</li> <li>• VP Student Services</li> <li>• Two Deans, one Academic Affairs and one Student Services</li> <li>• President of MPC Teachers’ Association</li> <li>• One faculty appointed by the MPC Teachers’ Association</li> <li>• President of MPCSEA</li> <li>• One classified employee appointed by MPCSEA</li> <li>• President of MPC Academic Senate</li> <li>• One faculty appointed by MPC Academic Senate</li> <li>• President of Associated Students of MPC</li> <li>• One student appointed by Associated Students of MPC</li> <li>• One representative appointed Managers, Supervisors, Confidentials</li> <li>• Resource members: <ul style="list-style-type: none"> <li>– Controller</li> <li>– Budget &amp; Operations Analyst</li> <li>– Note taker</li> </ul> </li> </ul>

<p>Facilities Committee</p>	<ul style="list-style-type: none"> <li>• Develop a long range Facilities Plan driven by the Educational Facilities Master Plan Institutional Goals and Objectives and Advisory Group <b>Component</b> Goals</li> <li>• Review requests for facility changes (remodeling, new construction)</li> <li>• Prioritize and recommend minor capital improvement projects</li> <li>• Review and recommend Scheduled Maintenance Projects</li> <li>• Make recommendations on minor capital improvement projects and scheduled maintenance projects made after consultation with each of the Advisory Groups</li> </ul>	<ul style="list-style-type: none"> <li>• VP Administrative Services, Chair</li> <li>• VP Academic Affairs</li> <li>• VP Student Services</li> <li>• Director of Facilities –</li> <li>• Five faculty members drawn from diverse departments appointed by MPC Academic Senate</li> <li>• One classified employee appointed by MPCSEA</li> <li>• One student appointed by Associated Students of MPC</li> </ul>
<p>Institutional Committee on Distance Education</p> <p><i>Please correct: Title on the main Committee page refers to this committee as the Distance Education Committee</i></p>	<ul style="list-style-type: none"> <li>• <i>Note: Webpage says this group reports to the administration of the MPC Online Center. That reporting makes it an advisory group to a specific department group rather than a college-wide committee.</i></li> <li>• <i>Note: 6<sup>th</sup> bullet assigns this group to “recommend” training; in our previous draft I suggested that this group “develop and implement training”</i></li> <li>• Recommend procedures for new online course and program approvals in collaboration with the Curriculum Advisory Committee.</li> <li>• Recommend technical support policies and procedures for online instructor and students.</li> <li>• Identify both technical and academic needs and solutions for online learning success.</li> <li>• Review and assist in the development of distance education reports, proposals, policies, and procedures.</li> <li>• Review and recommend improvements to the MPC website to support online students.</li> <li>• Recommend professional development activities for both online faculty and students.</li> <li>• Assist in developing yearly objectives and follow-up report for the MPC Online Center to address in effort to continually improve distance education at Monterey Peninsula College.</li> <li>• Recommend the potential role, scope, and directions of online instruction at Monterey Peninsula College.</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Dean of Instructional Technology and Development, Chair</li> <li>• Faculty Coordinator of Distance Education</li> <li>• Faculty representing: CTE, Counseling, Liberal Arts, Library, and Sciences <b>appointed by?</b></li> <li>• Representative of Financial Aid</li> <li>• Representative of Information Technology Department</li> <li>• Online Instructional Technology Specialist</li> <li>• A student appointed by Associated Students of MPC</li> <li>• Resources: <ul style="list-style-type: none"> <li>- Institutional Researcher</li> <li>- Administrative Assistant</li> </ul> </li> </ul>
<p>Learning Assessment Committee</p>	<p>Professional Development</p> <ul style="list-style-type: none"> <li>• Determine professional development needs involving the development and assessment of SLOs</li> <li>• Provide/organize professional development opportunities designed to address the development and assessment of SLOs</li> <li>• Develop a learning community around assessment and</li> </ul>	<ul style="list-style-type: none"> <li>• SLO Coordinator. Co-chair</li> <li>• Representative appointed by the Superintendent/ President, Co-chair</li> <li>• Four faculty appointed by <b>xx</b>, at least one from student services and at least one from</li> </ul>

<p>its benefits</p> <p>Development of SLOs</p> <ul style="list-style-type: none"> <li>● Develop/review/revise guidelines for the development of course, program, service area and Institutional SLOs <ul style="list-style-type: none"> <li>– Examples include Blooms Taxonomy, assessability, relationship to objectives, etc</li> <li>– Content of SLOs will remain with discipline faculty or service area</li> </ul> </li> <li>● Review course and program SLOs submitted during the curriculum development/review process to ensure quality according to guidelines developed by the committee</li> <li>● Review service area SLOs during their development/review process to ensure quality based on guidelines developed by the committee</li> <li>● Review institutional SLOs at appropriate times</li> </ul> <p>Assessment of SLOs</p> <ul style="list-style-type: none"> <li>● Collaborate with instructional and service areas to establish cycles of assessment for course, program, service area and institutional outcomes</li> <li>● Ensure observance of established assessment cycles</li> <li>● Develop/review/revise guidelines for appropriate assessment of course, program, service area and institutional SLOs</li> <li>● Review course, program, service area and institutional SLO assessments submitted during the Reflections process to ensure quality according to guidelines developed by the committee</li> <li>● Collaborate with appropriate campus committees to ensure integration of assessment results into planning and resource allocation activities</li> </ul> <p>Accreditation</p> <ul style="list-style-type: none"> <li>● Organize and provide information for the SLO portions of the ACCJC annual reports</li> </ul>	<p>instruction</p> <ul style="list-style-type: none"> <li>● VP or designee from Academic Affairs</li> <li>● VP or designee from Student Services</li> <li>● VP or designee from Administrative Services</li> <li>● Resource: Staff member to record minutes and track SLOs</li> </ul>
<p><i>Proposed: Planning and Institutional Effectiveness (Formerly Accreditation Task Force)</i></p> <p>Planning</p> <ul style="list-style-type: none"> <li>● Initiate and oversee activities related to integrated planning processes including the development, implementation, and evaluation of MPC model for integrated planning</li> <li>● Support and monitor the development of the master plans, the Institutional Action Plan, and the Institutional Action Plan Annual Evaluation Report</li> </ul> <p>Assessment of Institutional Processes</p> <ul style="list-style-type: none"> <li>● Evaluate MPC decision-making and planning processes every three years, prepare an assessment report, and revise the <i>Integrated Planning Manual</i> as needed</li> <li>● Annually review the <i>Integrated Planning Manual</i> for</li> </ul>	<p>?</p>

	<p>minor corrections and update as needed</p> <p>Program Review</p> <ul style="list-style-type: none"> <li>• Make recommendations to Academic Senate on the process and format for program review</li> <li>• Review all program reviews and provide feedback</li> <li>• Provide annual training on how to prepare effective program reviews</li> </ul> <p>From our first draft:</p> <ul style="list-style-type: none"> <li>• Identify institutional themes across program reviews to provide a framework for the evaluation of programs, services, and activities &lt;Note: let's discuss again how "themes" fit in the integrated planning cycle&gt;</li> </ul>	
<p>Safety Committee (includes Behavioral Assessment Response Team?)</p>	<p>There are the purposes of BART on MyMPC...nothing on the safety committee online</p> <ul style="list-style-type: none"> <li>• Prevent threatening behavioral incidents through education, assessment, and coordinated intervention</li> <li>• Monitor, report, and collaborate on the formation of action plans (for students? Or college?)</li> <li>• Serve as a behavioral resource to the MPC campus community</li> </ul>	<p>?</p>
<p>Student Success Advisory Committee</p>	<ul style="list-style-type: none"> <li>• In concert with the appropriate campus stakeholders, evaluate the progress being made on the accomplishment of the objectives stated in the Student Success Plan and act as a resource for those implementing the planned actions</li> <li>• Conduct annual review of the Student Success Plan and Long-Term Goals and recommend amendments as deemed necessary</li> <li>• Inform the campus and local community about student success concepts, programs, resources, and practices</li> <li>• Integrate the practices that support student success into the campus culture and college community</li> <li>• Enhance collaboration and communication between Student Services and Academic Affairs and among all programs and services related to student success</li> <li>• Establish and sustain ongoing opportunities to enhance student success at all levels of the institution</li> <li>• Collaborate with appropriate departments in surveying and implementing effective instructional practices</li> <li>• Support plans and programs that facilitate student success</li> <li>• Celebrate achievements accomplished by students, faculty, staff, and programs in areas related to student success</li> </ul>	<p>?</p>



	<p>&lt;Note: this is a student success version of the Basic Skills Committee charge...but the list seems redundant.&gt;</p>	
<p>Technology Committee</p>	<ul style="list-style-type: none"> <li>• Annually assess campus technology resources and needs</li> <li>• Create and annually update the College Technology Plan</li> <li>• Act as a recommending resource to the College Council regarding technology issues</li> <li>• Make recommendations regarding priorities for the acquisition of technology, hardware and software, during budget development and review processes. Such recommendations could include priorities for support staff, training and access to computer resources and laboratories</li> <li>• Recommend specifications and standards for the purchase, placement, operation, repair and replacement of technology resources as part of the Institutional Action Plan process, grants, renovation and building projects and technology refreshment</li> <li>• Review and make recommendations on the design and use of facilities and related technology resources</li> <li>• Develop and recommend campus policy regarding use and control of technology resources</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Information Services, Chair</li> <li>• Eight other representatives representing one or more these functional areas: <ul style="list-style-type: none"> <li>– Distance learning technology</li> <li>– Open computer labs</li> <li>– Alternative platforms and mobile computing</li> <li>– Adaptive technology for students with disabilities</li> <li>– Classroom instructional technology</li> <li>– Specialized computer instruction</li> <li>– Staff use of technology</li> <li>– Institutional technology</li> <li>– Website technology</li> </ul> </li> <li>• The eight representatives are appointed as follows: <ul style="list-style-type: none"> <li>– Three faculty members appointed by MPC Academic Senate</li> <li>– Three classified employee appointed by MPCSEA</li> <li>– One appointed by Associated Students of MPC</li> <li>– One member-at-large appointed by the committee</li> </ul> </li> </ul>

### Advisory Groups that Meet Regularly

The second type of operational groups is advisory groups. Advisory groups have the authority to implement policies and develop processes and procedures by virtue of the assignment of responsibilities through the hiring process. College employees other than those identified in this section may be invited to attend meetings to share information or expertise as needed.

Advisory Groups w/ Regular Meetings	Charge	Membership
Academic Affairs Advisory Group	<ul style="list-style-type: none"> <li>• Implement procedures related to Academic Affairs</li> <li>• Advise the VP Academic Affairs on matters related to the implementation of policies, procedures and day-to-day operations</li> <li>• Collaborate on solutions to operational challenges related to Academic Affairs</li> <li>• Make recommendations to the Superintendent/President on Board Policy, planning and resource allocation related to Academic Affairs</li> <li>• Review and prioritize faculty positions</li> <li>• Develop priorities for instructional equipment</li> </ul>	<ul style="list-style-type: none"> <li>• VP Academic Affairs, Chair</li> <li>• All Division Chairs</li> <li>• Dean of Instructional Planning</li> <li>• Dean of Instruction</li> <li>• Director of Nursing</li> <li>• One representative of Student Services instructional faculty</li> <li>• Director of Information Services</li> <li>• Director of Public Safety Training Center</li> <li>• One student appointed by Associated Students of MPC</li> <li>• One classified employee appointed by MPCSEA</li> <li>• One representative appointed by Managers, Supervisors, Confidentials</li> </ul>
Administrative Services Advisory Groups	<ul style="list-style-type: none"> <li>• Make recommendations on policies and procedures in Administrative Services</li> <li>• Review and recommend on those of other areas as appropriate <i>(Not sure what this means)</i></li> <li>• Review and make recommendations on matters relating to the Health &amp; Safety Committee <i>(? Isn't this covered in the first bullet?)</i></li> <li>• Write operating procedures, setting terms, posting agendas and publishing minutes (notes) ?</li> <li>• Organize and present open forums as needed</li> <li>• Communicate with the groups on current issues being reviewed as needed</li> </ul>	<ul style="list-style-type: none"> <li>• VP Administrative Services</li> <li>• One faculty representative appointed by ?</li> <li>• One faculty representative appointed by MPC CTA</li> <li>• Two representatives of Managers, Supervisors, Confidentials, one from Technology and one from Information Systems ?</li> <li>• One classified employee appointed by MPCSEA</li> </ul>

	<p><i>The first bullet points are on MyMPC; here are bullet points for your consideration.</i></p> <ul style="list-style-type: none"> <li>• Implement procedures related to Administrative Services</li> <li>• Advise the VP Administrative Services on matters related to the implementation of policies, procedures and day-to-day operations</li> <li>• Share operational challenges and solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Purchasing Coordinator</li> <li>• Budget and Operations Analyst</li> <li>• Two Facilities Supervisors (correct title?)</li> <li>• Fiscal Services Controller</li> <li>• Director of Security</li> <li>• One</li> </ul>
President's Advisory Group	<ul style="list-style-type: none"> <li>• At the discretion of the Superintendent/President, make recommendations on issues of College-wide importance, such as Institutional Goals and Institutional Objectives, Board policies, and administrative procedures</li> <li>• Communicate to broaden awareness among students, faculty, staff, and administrators concerning the College's welfare, growth, and sustainable quality improvement</li> <li>• Initiate a review of the College mission every six years (2020, 2026, and every six years thereafter)</li> </ul>	<ul style="list-style-type: none"> <li>• Three Vice Presidents (Academic Affairs, Administrative Services, Student Services)</li> <li>• Two students appointed by Associated Students of MPC</li> <li>• Four classified employees appointed by MPCSEA</li> <li>• Academic Senate President</li> <li>• One representative appointed by MPC Teachers' Association</li> <li>• Faculty co-chair of Budget Advisory Committee</li> <li>• Four faculty appointed by MPC Academic Senate, each representing a different College-wide Committee</li> <li>• Two representatives appointed by the Management Team (one Manager/Supervisor and one Dean)</li> </ul>
Student Services Advisory Group	<ul style="list-style-type: none"> <li>• Implement procedures related to Student Services</li> <li>• Advise the VP Student Services on matters related to the implementation of policies, procedures and day-to-day operations</li> <li>• Collaborate on solutions to operational challenges related to Student Services</li> <li>• Make recommendations to the Superintendent/President on Board Policies, planning and resource allocation related to Student Services</li> <li>• Review and prioritize faculty positions (? is this</li> </ul>	<ul style="list-style-type: none"> <li>• VP Student Services</li> <li>• Two faculty appointed by Academic Senate</li> <li>• Two classified appointed by MPCSEA</li> <li>• Two students appointed by Associated Students of MPC</li> <li>• Two representatives of Managers, Supervisors,</li> </ul>

	<p><i>accurate?)</i></p> <ul style="list-style-type: none"> <li>• Develop priorities for instructional equipment</li> </ul>	<p>Confidentials</p> <ul style="list-style-type: none"> <li>• One representative from Women's Programs (?)</li> <li>• One manager from each Student Services area</li> </ul>
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<b>Advisory Work Groups w/ Regular Meetings</b>	<b>Charge</b>	<b>Membership</b>
Academic Affairs Council	A forum for communication among its membership about issues of common interest	<ul style="list-style-type: none"> <li>• VP Academic Affairs</li> <li>• All academic Deans</li> </ul>
Administrative Services Council	A forum for communication among its membership about issues of common interest	<ul style="list-style-type: none"> <li>• VP Administrative Services</li> <li>• ?</li> </ul>
President's Cabinet	A forum for communication among its membership about issues of common interest	<ul style="list-style-type: none"> <li>• Superintendent/President</li> <li>• VP Academic Affairs</li> <li>• VP Administrative Services</li> <li>• VP Student Services</li> <li>• Associate Dean of Human Resources</li> </ul>
Student Services Council	A forum for communication among its membership about issues of common interest	<ul style="list-style-type: none"> <li>• VP Student Services</li> <li>• All Student Services Coordinators and Managers</li> </ul>

### **Advisory Groups that Meet as Needed**

The following Advisory Groups are convened as needed to address specific issues or complete specific tasks. The purpose of each of these Advisory Group is identified in the title of the group.

- Academic Council
- Calendar Committee
- Equal Employment Opportunity Advisory Committee
- Graduation Committee
- Health and Welfare Cost Containment Committee
- Professional Recognition Board
- Student Discipline Committee
- Student Grievance Committee