

Standard 4**Leadership and Governance**

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

MPC has a new President/Superintendent under whose leadership we have developed a new mission statement, written new goals and objectives, and institutionalized the use of student learning outcomes (SLOs) as a way of supporting student learning at all levels of the institution. The District's administration and governing board have embraced a continuous improvement model with built-in accountability at all levels.

We are fortunate to have an excellent board whose commitment to the college is unparalleled. The directions of this board have been toward conservative management of our resource, and the maintaining of a healthy reserve. This has allowed us to weather a financially difficult year that has created real hardships for many of our sister community colleges.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

- 1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic**

participative processes are used to assure effective discussion, planning, and implementation.

DESCRIPTION 4A1 Systematic and Inclusive Processes

Monterey Peninsula College embraces a collegial approach, involving wide participation by all stakeholders, for making and implementing decisions. Our decision-making processes (see Standard One) include the College Council (CC) as the central committee for shared governance. There are three advisory groups reporting to the CC. These groups correspond to the three main branches of the campus: Academic Affairs, Student Services, and Administrative Services.

With the Governing Board, the CC establishes our general direction by developing the mission statement and college goals. The CC is a key part of our institutional planning processes, and is responsible for reviewing new board policies and policy changes, component goals from the vice presidents of Academic Affairs, Student Services and Administrative Services, accountability reports from the vice presidents, and recommendations from the Budget Committee. The CC also makes recommendations on resource allocations to the Superintendent/President.

Staff input into decisions on policy, spending, and other important issues can occur at multiple levels. We strive to maintain decision-making processes that are transparent, timely, data-driven, and inclusive of input from everyone. Annual self-evaluations of the CC are an important part of this.

The institution's three year goals came out of a revision of the shared governance process, instigated by our new president, Dr. Garrison, when he came in the fall of 2006. He convened a subcommittee of the College Council, and that group modified the planning and resource allocation process, set deadlines, and included accountability for the deans and vice presidents for their roles in the process. (3, 4)

The CC circulated a draft of college goals, which went to the Academic Senate, all the advisory groups, MPCTA (faculty union), MPCEA (classified union), and eventually to the entire campus in an "all users" email. When new goals were

developed, the College Council bylaws were also changed, to include a revision of the college goals and objectives every three years.

The final language of our goals and mission statement was a compromise reached after many lengthy discussions in groups all across campus. The mission statement required two semesters of discussion. It was, miraculously, still short and easy to understand. (3,4,6)

EVALUATION 4A1 Systematic and Inclusive Processes

MPC's 2004 accreditation recommendations included developing a clear delineation of the role and responsibilities of each planning group, clarifying the strategic and operational relationships of our planning documents, and prioritizing institutional long-term goals. In addition, we were asked to improve communication processes at all levels of the campus, and in particular the way we communicate the results of decision-making to all campus constituencies. These recommendations have been achieved.

The revision of our shared governance process in 2006 included several clarifications, including: (1) The exact relationship between the CC and the Budget Committee, so that the Budget Committee makes recommendations, but the CC actually sets priorities and makes decisions on how to reach a balanced budget. (2) Timelines for planning and resource allocation events. (3) Responsibilities of each advisory group.

Communication to everyone on campus, regarding decisions and recommendations, is somewhat easier with technology. This information is kept current and is more easily accessed now that the MPC website has been revamped. The "MyMPC" portion of our website is available to any employee with an email account. The same information is available to students who participate in shared governance by sitting on committees (such as the College Council.) (7)

An employee logging into his/her "MyMPC" can access numerous documents regarding institutional matters, including the 2003 self-study, 2004 recommendations from ACCJC, 2006-07 midterm report, 2008 progress report, College Council annual

reports, all College Council minutes, College mission statement and institutional goals, the MPC Academic Senate webpage, and all the pertinent forms required in the budget process, Program Review, and Action Plans. Emails with links to current College Council minutes or other issues relating to governance and decision-making are sent out to “all users” as they are available. (7, 9, 10)

Maybe here we can put in some of the data from the survey, to see just how well we have been doing in communications.

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

- a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

DESCRIPTION 4A2a Written policies for campus-wide participation; everyone has a role.

MPC’s Governing Board (see Governing Board Policy 2010) is committed to the participation of faculty, staff and students in district and college governance while retaining its own rights and responsibilities as the ultimate authority in all areas defined by state laws and regulations. The college recognizes the following consultation groups in the shared governance process: Academic Senate; Associated Students of Monterey Peninsula College (ASMPC); Monterey Peninsula College Teachers Association (MPCTA); Monterey Peninsula College Classified Employees Association (MPCEA); and Management, Supervisory, and Confidential Personnel.

Leadership Table

Leaders/Leadership Group	Constituents/Members
Governing Board of Trustees	Five Board members elected from the district, one student trustee. College President sits with trustees. VP Administrative Services sit at resource table. Two VPs sit in audience but act as resources.
Administration (PVP)	President and 3 VPs
Cabinet	President, all VPs, OIR Director, PIO Director
Managers/Directors (MSC)	Non-academic Programs
Deans and Associate Deans	Instructional Divisions and Departments
Associated Students MPC	Student Body
MPC Classified Employees Association MPCEA)	Classified Staff
MPC Teachers Union (MPCTA)	Faculty
Academic Senate	Faculty
Division Chairs	Faculty

All of the constituencies listed in the chart actively participate in the decision-making process, but the three central bodies where decisions are made are the College Council (CC), the Academic Senate, and the administration. All decisions from these groups are, of course, reviewed and approved after consideration by the Board.

The College Council (CC)

The College Council is the central campus body of the shared governance process for MPC and is a key component of MPC's integrated planning and institutional review processes. CC acts as an advisor to the Superintendent/President and serves to confirm institutional support for recommendations brought to the governing Board by Administration. CC is responsible for establishing institutional direction by developing our institutional mission statement and long-term goals (in concert with the Governing Board and Accreditation Standards.) One of the CC's most critical jobs is to communicate changes or recommendations to the entire campus community before implementation.

The CC has established working principles that keep student welfare and success foremost, promote participation by all members of the campus community, assure that decisions are data-driven, realistic, and feasible, and maintain a system that is transparent, timely and objective. The CC establishes working groups (such as Budget Committee, Technology, Health & Safety, and Advisory Groups) and requires that these groups' written procedures, minutes and agendas are published in an appropriate manner.

The CC is specifically responsible for managing our integrated planning process. It establishes timelines for the flow of information and final recommendations. It is the body responsible for reviewing our shared governance process and Board Policy on shared governance as part of the Accreditation Self-Study, and recommending changes as necessary.

Work of the CC includes updating our mission statement and long-term goals every three years, reviewing annual component goals produced by advisory groups, recommending changes in those component goals in accordance with our mission and institutional goals, and making allocation decisions (based on recommendations from the Budget Committee.) The CC receives accountability reports from the advisory groups and discusses their activities related to program review and/or action plans. In addition, the CC discusses issues important to the MPC community, assigns those issues to the appropriate advisory group or campus committee, organizes open forums for important or controversial issues, reviews new Board policies or Board policy changes and makes recommendations to the President for presentation to the Board.

The CC regularly reviews and revises its policies and procedures to assure timely and responsive actions. For example, the institution's three year goals came out of a revision of the shared governance process and modified the planning and resource allocation process, set deadlines, and included accountability for the deans and vice presidents for their roles in the process. (3, 4)

The Academic Senate

MPC's Board Policy 2010 directs the Board to "rely primarily" upon the advice and judgment of the Academic Senate in academic and professional matters, and states that only in "exceptional circumstances and for compelling reasons" will the Senate's recommendations not be accepted. If a recommendation is not accepted, the Board (upon request of the Academic Senate) will explain its reasons in writing to the Academic Senate. (1,2)

MPC's Academic Senate is comprised of faculty members representing each of the College's divisions, and meets every two weeks during Fall and Spring semesters. The Senate bylaws are reviewed and revised on a regular basis, with the most recent revision in April 2007. Senate standing committee bylaws are available on the MPC Senate Webpage, <http://www.mpcfakulty.net/senate/Home.htm> (3)

In recent years, the Senate has been responsible for organizing Flex days (faculty development days scheduled prior to the start of each semester) and ensures that the appropriate individuals behind pertinent initiatives are given the opportunity to address the College faculty and staff. During the Spring 2008 semester, for example, the faculty organizing MPC's Basic Skills efforts developed an informational hour-long breakout session for all interested parties. Since the Senate has managed Flex days, attendance and interest have increased, and the overall quality of Flex days break-out sessions has greatly improved.

MPC's Academic Senate has been involved in the Accreditation process in several ways. All pertinent accreditation documents are available the Senate website, including ACCJC documents, our previous self study, ACCJC recommendations to MPC, our progress reports, drafts of the documents as we write them, survey results,

and self studies form other community colleges. The Senate President is co-chairing the entire accreditation team with our Vice President of Academic Affairs. Regular reports form accreditation committee co-chairs of each standard are made to Senate, and the Senate reads drafts of the accreditation documents as they are completed.

The Senate takes advantage of several techniques to communicate effectively with faculty at large. This communication aims to both share the Senate's deliberations and decisions to the campus community, and elicit input on important issues. As with the College Council, technology has enhanced communication. The Senate maintains a website that includes minutes, agendas, and information about ongoing issues and initiatives such as Student Learning Outcomes (SLOs), Board policy review, and Flex day preparation.

The Academic Senate President addresses the entire College at the Flex day event each semester, gives an update of current Senate work, and what is planned for that term.

With the understanding that Senate work affects everyone on campus, the Senate President communicates directly to the campus community via "all users" e-mails. These messages provide updates on larger institutional issues. Comments are often solicited through these messages (attachment.) The Senate chose to use this approach in crafting a policy on Academic Freedom. The message explained the progress so far and asked for comments and input on the proposed policy. In addition, the Senate President prepares an annual report which is distributed to the entire campus community via e-mail and is posted on the Academic Senate website.

The Academic Senate President reports to the Board of Trustees at their monthly meetings. These reports are summarized in the Boards minutes, which are distributed campus-wide.

The Senate has a friendly and collegial working relationship with the faculty union (MPCTA.) The two groups have formalized their relationship with an MOU, recognizing each other's areas of responsibility and agreeing not to tread on each other's toes.

Senate and Union successfully worked together via an ad hoc committee in 2007 to study issues in Distance Education, and that group was able to bring forward

recommendations to the administration regarding training of faculty, incentives to develop classes, evaluating on-line classes, and intellectual property rights. (4)

In 2007, the Academic Senate was successful in jointly working with the MPCTA to address issues of reassigned time for the Curriculum Advisory Committee Chair and the new SLO Coordinator. (4)

The Administration

College administrators have a crucial and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. The chief administrator is the president; therefore, many decisions are ultimately the president's responsibility. However, most of the president's decisions are shaped by the deliberations of the College Council, which makes recommendations to the president. The Superintendent/President is an ex-officio member of the College Council and attends every meeting. This precludes any chances of misunderstanding or mis-communicating the CC's opinions. The three vice presidents are voting members on the College Council. In addition, the Superintendent/President and other administrators are regular guests of the Senate.

The key administrative decision-making group is the President/Vice Presidents Cabinet (P/VP). P/VP reviews program review summaries and recommendations, confirming feasibility of actions and resource requests. P/VP is also responsible for refining priorities for actions and resource requests from an institutional perspective and completing Accountability Reviews specifying outcomes to College Council. The P/VP members share ideas and discussions from their respective advisory groups. P/VP operates informally and does not publicly advertise agendas or publish minutes, although many topics addressed in PVP are shared with the advisory groups.

EVALUATION 4A2a Written policies for campus-wide participation; everyone has a role.

Monterey Peninsula College now has a clear delineation of the roles and responsibilities of the individual planning entities and the linkage between each group. Specifically, College Council serves as the primary planning entity of the institution where all constituencies are represented, thus providing open and transparent relationships among all entities. Institutional goals, component goals, program reviews, and annual action plans are reviewed and modified, as needed, to determine their effectiveness in the institutional planning process. College Council is responsible for initiating and organizing a review of the shared governance model as part of the accreditation process. Information from planning activities is communicated to all constituencies, including the Board of Trustees. The Annual Report presented by College Council to the Board of Trustees (attachment) provides a means to evaluate the planning process and to identify areas for improvement.

- b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

DESCRIPTION 4A2b Relies on Senate, etc.

Student learning programs and services are developed by both faculty and administration. Teachers are responsible for developing courses and programs, and for assuring that course outline and program updates occur regularly. Administration provides appropriate support, advice, information, and reviews all course outlines and course revisions. Once a new course, new program, or revision of a course or program is completed, the materials involved are sent to the Curriculum Advisory Committee (CAC), which meets weekly.

CAC is a Senate standing committee composed of one dean, nine faculty members, MPC's articulation officer and a student. The CAC recommends new curricula to the Governing Board, which gives final approval for courses. Since 2008, CAC has required that all new courses must have student learning outcomes (SLOs) as part of the official course outline.

MPC is currently in the process of instituting a new electronic way of storing all our course outlines that will streamline the process of approval by eliminating paper entirely. This will greatly speed the work of those who develop curriculum, the CAC and the responsible dean. The program, Curricunet, also allows keeping track of the status of a course outline, in the process of approval.

MPC's Academic Senate has provided excellent faculty leadership in development and implementation of (SLOs.) The Senate President is the SLO Coordinator for MPC. The Senate maintains a webpage for SLOs, which documents the ongoing dialogues, operational definitions, master list of course SLOs, SLO Assessment Form, SLO Coordinator job description, and SLO benchmarks for 2008-2009. (6)

EVALUATION 4A2b Relies on Senate, etc.

MPC has made and continues to make strides to improve the effectiveness of the institution. With the redefined role of College Council, the institution now has an integrated planning process that is clearly defined and communicated to the campus community through “all users” emails and the newly renovated MPC web site.

All college constituencies are included in the development of long-term institutional goals and objectives. These goals have specified objectives that are attainable, measurable and realistic. In this way, the institution has a means to evaluate our progress toward accomplishing the college mission.

The faculty plays an integral role in decision-making processes at MPC. The Academic Senate provides faculty leadership in accreditation, basic skills, board policy review, flex day development, curriculum, and other academic and professional matters. The Curriculum Advisory Committee (CAC) is predominately a faculty committee that assures the integrity of the MPC curriculum. The College Council membership has seven faculty members (including the Academic Senate President and a member from Monterey Peninsula College Teachers Association).

- 3. Through established governance structures, processes, and practices, the Governing Board, administrators, faculty, staff and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

DESCRIPTION 4A 3 Governance processes facilitate effective communication

MPC has a well established shared governance structure that provides all of the stakeholders of the college a place to voice their opinions and participate in making decisions about the college's future directions. The college keeps student welfare and success foremost, and with that every effort is made to include student participation on every group.

Faculty interests are represented through the Academic Senate, division chairs, and faculty participation on the College Council. The classified staff is represented through its participation on the College Council and its advisory groups. Administrators, managers, and deans have a voice at College Council and its advisory groups. Students have the opportunity to voice their opinions at all levels of shared governance: through the Associated Students of Monterey Peninsula College, on the Academic Senate, at College Council, and on other campus committees. All constituencies attend and participate in meetings of the Governing Board.

EVALUATION 4A 3 Governance processes facilitate effective communication

- 4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

DESCRIPTION 4A 4 honesty and integrity

Many Monterey Peninsula College programs are accredited by appropriate outside accrediting bodies, demonstrating that the college conducts itself honestly and with integrity in its relationships with external agencies.

As evidenced by the most recent favorable progress report to ACCJC, MPC has been responsive to accrediting guidelines and has made good progress in responding to recommendations. MPC has adequately addressed the five recommendations from the 2004 ACCJC accreditation and received positive comments in the 2008 Progress Report. In response to changes in the accreditation standards, MPC has moved towards basing instruction on the SLO model. The Academic Senate has provided the faculty leadership in the awareness, development, and implementation of SLOs.

EVALUATION 4A 4 honesty and integrity

5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTION 4A 5 Regular evaluations

Evaluation of our leadership, governance, and decision-making processes requires surveys and statistical analyses of the results. The President's Office of Institutional Research (OIR) is responsible for these surveys and publishes the results on MPC's website. The results are also given to all the advisory groups and College Council.

Note: I have asked Rosaleen for more details on surveys.

The Academic Senate establishes annual goals and objectives for the upcoming year in May. At the end of the year, the Academic Senate evaluates its effectiveness and the Academic Senate President prepares an annual report that is distributed to the campus community via e-mail and is posted on the Academic Senate web site.

EVALUATION 4A 5 Regular evaluations

MPC meets this standard. We have improved our communication processes so that the results of surveys, and the changes made as a result, are available to all campus constituencies. Information is disseminated at the advisory groups, the Senate, the CC, and via email. Every bit of pertinent information is posted on the MPC website, which is easily available and has become more user-friendly.

PLAN FOR STANDARD 4A: DECISION-MAKING ROLES AND PROCESSES