

**Monterey Peninsula College
Shared Governance &
Integrated Planning Handbook**

Table of Contents

Introduction	3
Purpose of this Handbook.....	3
Shared Governance at Monterey Peninsula College: An Overview.....	3
Organizational and Governance Structures.....	4
Institutional Organization and Leadership.....	4
Organizational Structure.....	4
The Governing Board	4
Superintendent/President	4
Vice Presidents of Administrative Units.....	4
Institutional Constituencies	4
Classified Staff.....	4
Faculty.....	5
Administrators and Managers	5
Students	5
Shared Governance Committees	5
College Council.....	5
Advisory Groups.....	6
Academic Senate.....	6
President/Vice Presidents Group.....	7
Integrated Planning Processes at Monterey Peninsula College	7
Multi-Year Strategic Planning	7
Annual Planning and Resource Allocation	8
Board Policy Review and Revision	11
Standing Committees.....	12
Getting Involved.....	12
Committee Directory	12
College Council Subcommittees	13
Academic Affairs Advisory Group (AAAG)	Error! Bookmark not defined.
Academic Senate	Error! Bookmark not defined.
Curriculum Advisory Committee.....	Error! Bookmark not defined.
Acronyms Commonly Used in MPC Governance Discussions	16

Introduction

Purpose of this Handbook

This handbook documents the participatory governance practices in use at Monterey Peninsula College, and serves as a guide for faculty, staff, students, and administrators who participate in (or wish to become more involved with) institutional decision-making discussions.

In addition to describing procedures and timelines related to integrated planning and resource allocation at MPC, this handbook provides an overview of procedures involved in institutional decision-making and summarizes the functions of standing committees. By documenting these practices, the Shared Governance & Integrated Planning Handbook promotes a shared understanding of processes, helps to ensure consistent application of policy, encourages broad participation in campus matters, and supports continuous quality improvement of institutional practice.

Shared Governance at Monterey Peninsula College: An Overview

Shared governance, broadly defined, refers to a set of practices through which all constituencies of an institution participate in significant decisions. At MPC, shared governance includes the active participation of staff, faculty, student, and administrator constituency groups. This structure enables and empowers all members of the institution to participate in the discussion of important issues, and through this dialogue, in institutional efforts to improve practices, programs, and services.

Board Policy 2010: Shared Governance formally authorizes participatory governance structures at MPC. This policy provides for the participation of faculty, staff, and students in district and college governance through standing (and when necessary, *ad hoc*) committees, while preserving the rights and responsibilities of the Governing Board as the ultimate authority in areas defined by state laws and regulations. BP 2010 specifies how committees should be formed and defines the roles of “recognized consultation groups”¹ in governance and decision-making processes. The framework established by this policy ensures that all constituencies at the college have clearly-defined, representative pathways for participation in the planning, operations, and decision-making activities of the college. Committees have enough structure so that constituencies know where and how to participate, but also have enough flexibility to allow collaboration between groups when necessary.

Committees, both standing and *ad hoc*, rely heavily on the participation and leadership of faculty, classified staff, students, and administrators. The specific functions of individual committees vary, depending on the committee’s charge, the topic or problem under discussion, and the committee’s predefined role in planning and governance activities. Generally speaking, however, the majority of standing committees on campus report into one of the five primary governance groups: College Council, Academic Affairs Advisory Group (AAAG), Administrative Services Advisory Group (ASAG), Student Services Advisory Group (SSAG), or the Academic Senate. More detailed information about the functions of each committee can be found in the Committee Directory (beginning on page ### of this document).

¹ BP 2010 names four consultation groups: 1) Academic Senate; 2) Associated Students of Monterey Peninsula College; 3) Monterey Peninsula College Teachers Association; and 4) Monterey Peninsula College Employees Association.

Organizational and Governance Structures

Institutional Organization and Leadership

General Organizational Structure

Individual departments and service areas at Monterey Peninsula College are grouped into one of three administrative units (Academic Affairs, Administrative Services, or Student Services), based on whether their primary role is academic, administrative, or student support. A vice president leads each administrative unit, supported by a team of deans and/or managers. Some service areas, such as the Office of Institutional Research, Public Information, and Human Resources, report directly to the Superintendent/President. (See figures ##--## for organizational charts for the college and its administrative units.)

The Governing Board

Monterey Peninsula College is a single-college district with a Board of Trustees elected by the citizens of the Monterey Peninsula College District. In representing the citizens of the district, the Board bears primary responsibility for the fulfillment of the stated mission of the college, and is ultimately responsible for the integrity and fiscal stability of the institution. The Board acts as the final voice on institutional decisions (subject to the laws and appropriate regulations of the State Legislature and the Chancellor's Office), and holds final authority on all matters of policy and resource allocation.

Superintendent/President

The Superintendent/President reports directly to the Monterey Peninsula College Board of Trustees, and is designated as the Executive Officer of the Board of Trustees. In addition to executing the Board's decisions, the Superintendent/President provides policy recommendations to the Board and administers board policies. Board Policy 1415 authorizes the Superintendent/President to issue any administrative procedure or regulation in the furtherance of these Board policies which is not in conflict or inconsistent with or preempted by any law.

Vice Presidents of Administrative Units

Vice presidents serve as the chief administrative officer for their respective units. The three vice presidents report to the Superintendent/President and participate in the President/Vice Presidents group, which functions like an executive cabinet. Each vice president also chairs an Advisory Group comprised of departmental leaders in his/her administrative unit. (More detailed information about the Advisory Groups can be found on page ##.)

Institutional Constituencies

Monterey Peninsula College includes several broad constituencies, each with its own role in shared governance and integrated planning. Although the way an individual member of staff, faculty, or administration participates in shared governance may vary depending on his/her administrative unit or committee, each campus constituency does have a general role in campus decision-making processes.

Classified Staff

Classified staff provide services in all areas of the college, ranging from front-line public services to facilities maintenance and technical support. Classified staff participate directly in the shared governance process through committee service, and provide input into institutional discussions through their division chair or manager. The Monterey Peninsula College Employees Association (MPCEA)

represents classified staff in collective bargaining decisions and appoints classified staff to governance committees.

Faculty

MPC's faculty includes instructors, counselors, and librarians. Faculty perform duties in areas for which they possess appropriate discipline qualifications (including curriculum development; faculty members hold all but one voting seat on MPC's Curriculum Advisory Committee to ensure faculty primacy in curriculum decisions).

Faculty participate directly in the shared governance process through committee service. Additionally, faculty provide input into institutional discussions through their division chairs, who discuss resource allocation issues in the Advisory Groups, and through their representatives to the Academic Senate for discussions of academic and professional matters. The Monterey Peninsula College Teachers Association (MPCTA) represents faculty in collective bargaining decisions.

Administrators and Managers

College administrators and managers provide leadership around institutional policies, planning, and resource allocation related to their areas of responsibility and expertise. Administrators and managers participate directly on committees, and provide feedback to the Superintendent/President through the vice president of their administrative unit.

Students

Seats for students exist on all major committees in the governance process, although in practice, few students are able to participate regularly. The Associated Students of MPC (ASMPC) appoints student members to governance groups, including the Governing Board. The Student Trustee serves a one-year term.

Shared Governance Committees

Shared governance at Monterey Peninsula College involves a number of representational committees (see section ### for a full listing). However, five committees have a primary role in governance and integrated planning decisions: College Council, Academic Affairs Advisory Group (AAAG), Administrative Services Advisory Group (ASAG), Student Services Advisory Group (SSAG), and the Academic Senate. The majority of standing committees on campus report to one of these five groups, which helps to ensure broad representation in planning and resource allocation discussions (see figure ##).

College Council

College Council facilitates the integrated planning and resource allocation process. College Council also helps to establish the institution's direction by conducting regular review (and if warranted, revision) of the institutional mission statement, and by setting and regularly evaluating long-term institutional goals. Drawing on input from and discussion with other shared governance committees, College Council makes recommendations to the Superintendent/President on matters of Board policy, resource allocation, and other matters of institutional importance. Because College Council's voting members are drawn from all constituencies of the campus, College Council approval of a recommendation serves to communicate institutional support to the Superintendent/President and ultimately to the Board.

During the planning and resource allocation process, the College Council receives a list of prioritized action items from each of the Advisory Groups, as well as information from the Budget Committee detailing available funds. The College Council then uses this information to develop resource allocation

recommendations. More detailed information on the annual resource allocation process can be found on page #, below.

Advisory Groups

The three Advisory Groups, one from each administrative unit,² provide insight and expertise on matters related to planning and resource allocation from the perspective of Academic Affairs, Administrative Services, and Student Services. The Vice Presidents of each administrative area chair their respective Advisory Group, and members include administrators, managers, division chairs, classified staff, and faculty from within the administrative unit.

Advisory Groups make recommendations about resource allocation requests, and participate in discussions related to the development of goals for their administrative units. During the annual resource allocation cycle, each Advisory Group receives annual program review updates from the divisions and service areas within their unit. The Advisory Group discusses and prioritizes resource allocation requests included in the accompanying action plans. The respective vice presidents then work together to integrate these requests into a single prioritized list for presentation to the College Council.

Advisory Groups also serve as the primary venues for institutional-level program review discussions. Group members discuss and critique program review presentations from colleagues in other departments within their administrative unit. As a result of this dialogue, members of the Advisory Groups gain insight into the challenges facing the divisions and areas within the college, as well as efforts underway to improve the quality of their offerings or services. Greater understanding of these institutional challenges and efforts to improve then informs discussions related to both resource allocation and the development of annual unit goals.

Academic Senate

The Academic Senate discusses topics of academic and professional importance within the institution, including curriculum, educational program development, standards and policies regarding student preparation and success, processes for institutional planning, and faculty roles in college governance structures.³ Per Board Policy 2010, the Governing Board relies primarily on the recommendations of the Academic Senate for these matters. In practice, the Academic Senate makes recommendations to the College Council on issues of institutional importance, but retains the right to communicate with (and get a written response from) the Board of Trustees if disagreement arises with regard to institutional decisions on academic and professional matters.

The Academic Senate membership represents all of the instructional divisions on campus, as well as the counseling and student services groups. Members of the Academic Senate report back to their constituencies during division meetings, and represent their division colleagues in committee discussion. The Academic Senate president serves as an *ex-officio* member of College Council and a non-voting, invited guest of the Academic Affairs Advisory Group. Academic Senate presence in these groups helps to facilitate the flow of information and dialogue between committees.

² Details about the specific topics addressed by Academic Affairs Advisory Group (AAAG), Administrative Services Advisory Group (ASAG), and Student Services Advisory Group (SSAG) can be found in section ##.

³ Specific academic and professional matters under the purview of the Academic Senate are defined by Title 5, and are often referred to as “10+1.” More information can be found on page ##.

President/Vice Presidents Group

The President/Vice Presidents group (PVP) functions as an executive-level cabinet approaching institutional issues from a high-level administrative perspective. PVP membership consists of the Superintendent/President and the vice presidents of each administrative unit. The Associate Dean of Human Resources and the Executive Director of the MPC Foundation also participate in these meetings on an as-needed basis.

Unlike the five shared governance committees described above, whose meetings are open to the campus at-large, PVP meets weekly in closed session. Typical topics might include feasibility and prioritization of resource allocation requests, strategies for budget reduction, negotiable items, and staffing and personnel issues.

Integrated Planning Processes at Monterey Peninsula College

Integrated planning activities at Monterey Peninsula College generally fall into one of two cycles: a long-term (six-year) cycle of strategic planning or an annual cycle of planning and resource allocation. All integrated planning activities, regardless of whether they fall within the multi-year or annual cycle, link directly to the institutional goals that enable the fulfillment of MPC's institutional mission.

Long-term strategic planning at MPC follows a six-year cycle of mission review and strategic planning (figure ##). The multi-year cycle is designed to mirror the program review processes followed by individual divisions and service areas of the college, but at the institutional level. Short-term planning and resource allocation follows an annual cycle that includes development of the budget for the upcoming fiscal year, as well as consideration and implementation of shorter-term goals and objectives. (figure ##)

Multi-Year Strategic Planning

Recommended timing and process:

Although long-term and strategic in nature, MPC's multi-year planning activities rely on an evaluation of progress towards institutional goals, which occurs annually during the cycle of planning and resource allocation. Not only does this regular review serve to more tightly integrate short-term and long-term goals, it provides flexibility to consider small adjustments to the goals and objectives based on contextual influences, such as analysis student learning and achievement data, state and federal regulations, community needs, accreditation standards, and availability of institutional resources.

Refer to the Multi-Year Planning Calendar (page ##) for details of specific timing.

1. Mission Statement (Year 1)

Every six years, Monterey Peninsula College reviews its mission statement, and considers revisions if necessary. College Council facilitates dialogue around the purpose of the institution, with input and feedback from Advisory Groups and the Academic Senate.

2. Institutional Goals (Year 2)

After the mission statement has been reviewed, College Council sets six-year goals for the institution. These goals outline the steps the college plans to take in support of its mission, and may be broad and long-term in nature. Each goal includes a series of measurable objectives, usually

designed to be more specific and shorter-term, that enable an assessment of institutional performance with regard to the goals. College Council evaluates progress on the objectives in step 2 of the annual planning and resource allocation cycle.

3. Education Master Plan (Year 3)

The Education Master Plan can be thought of as MPC's institutional program review. The Education Master Plan provides an environmental scan of the institution's programs, and collects the strategic goals and initiatives developed by individual administrative units in support of the institutional goals into one document. An *ad-hoc* committee chaired by the Vice President of Academic Affairs prepares the Education Master Plan every six years and facilitates its discussion in College Council, the Advisory Groups, and the Academic Senate.

4. Educational Master Plan Updates/Action Plans (Annually)

Each year, administrative units and service areas submit an Annual Update and Action Plan for any Educational Master Plan (EMP) strategic goals and initiatives for which they bear primary responsibility [to ???]. EMP Annual Updates/Action Plans serve as status updates on EMP initiatives and allow for the documentation of any issues impeding progress on the goals and objectives. Actionable strategies and accompanying resource requests are listed in the action plan that accompanies the annual update. Institutional dialogue about the updates provides information about issues, problems, and successes related to the college's long-term goals, and provides context for prioritization of resource needs.

5. Institutional Effectiveness Review and Accreditation Preparation (Years 4-6)

The institution evaluates the effectiveness of its processes and the quality of its offerings and services on an ongoing basis through Program Review, Program Reflections, and annual review of student learning and achievement data. However, the formal review of institutional quality and effectiveness that occurs during preparation for an accreditation visit requires focused time and effort from all units of the college. Therefore, a block of time has been set aside within the multi-year cycle to allow the campus to prepare and discuss the accreditation self-evaluation.

Annual Planning and Resource Allocation

The annual planning and resource allocation process is the primary institutional planning mechanism at MPC. At its most basic level, this institution uses this cycle to facilitate the development of its annual budget. However, the structure of each individual step helps to make clear links between resource allocation and student learning and student achievement. As the campus community follows the process, it integrates the institutional mission and goals into program reviews, annual updates, and action plans; prioritizes potential expenditures in relation to institutional objectives; and systematically emphasizes its own accountability and effectiveness by evaluating how well its goals are attained.

The annual planning and resource allocation process has twelve steps. Actions taken at each step in the process should be evidence-based and support and/or advance student learning. Campus constituencies remain informed of these activities through reports from committee representatives, division chairs, and administrators in their respective units.

Refer to the Annual Planning Calendar (page ##) for details of specific timing.

1. College Council reviews student achievement and student learning data.

Recommended activity for this step:

College Council reviews data related to student achievement and student learning. This data should at minimum include an institutional summary of Program Reflections on Student Learning and an update on the college's performance against the institution-set standards for student achievement. Discussion focuses on any gaps or areas for improvement that emerge from analysis of this data.

2. College Council evaluates the institution's progress on Institutional Goals.

Recommended activity for this step:

Individuals listed as contacts for the objectives in support of institutional goals provide a status report to the College Council, highlighting any issues affecting progress and suggesting strategic activities that could address those issues.

3. The Superintendent/President sets planning assumptions for the next fiscal year.

The Superintendent/President communicates his/her budgetary planning assumptions for the upcoming fiscal year to the College Council and campus at large. These assumptions typically include information about state and local budget conditions and how the college might account for these conditions in planning discussions. Institutional needs identified during discussions related to student achievement, student learning, and institutional goals (see steps 1 and 2, above).

4. College Council provides recommendations to update EMP objectives and strategic initiatives, if necessary.

Recommended activity for this step:

College Council examines the Educational Master Plan (EMP) Annual Updates/Action Plans. Based on discussions and data related to student achievement and student learning (step 1), evaluations of progress towards institutional goals (step 2), and planning assumptions set by the Superintendent/President (step 3), College Council considers whether the EMP objectives and strategic initiatives remain appropriate, feasible, and measurable. If necessary, College Council may recommend that the EMP objectives and strategic initiatives be updated.

5. Each division and service area completes an annual program review update and action plan.⁴

Each March, every division and service area completes a brief update to its 6-year comprehensive program review.⁵ Annual updates document progress towards goals and outline any issues that affect that progress. In the action plan that accompanies the annual program review update, divisions and services areas list strategic activities designed to address identified issues and give an indication of whether these activities depend on funding. Action plans submitted by the divisions and service areas must be explicitly support one or more of the college's institutional objectives or objectives identified during Program Reflections discussions.

6. Advisory Groups review the program review/action plans for their units.

Each Advisory Group reviews the program review documents submitted by the divisions or service areas in their administrative unit. Dialogue about program review findings provides information about issues, problems, and successes experienced by diverse constituencies within the college and provides context for prioritization of needs within the administrative unit. As part of the discussion,

⁴ Detailed information about program review (including schedules for comprehensive program review, instructions, and forms) can be found on the main website for each administrative unit.

⁵ Divisions and service areas undergoing their regular 6-year comprehensive program review do not submit annual updates.

the Group considers whether the individual resource allocation requests in the action plans represent broad categories that might affect multiple divisions or areas (e.g., “technology refreshment,” “professional development,” “facilities needs,” etc.) and prioritizes these areas for institutional resource allocation discussions. Advisory Groups rely on preliminary assumptions about the state budget and local planning assumptions (see step 3) when estimating the feasibility of requests. The Vice Presidents bring the prioritized categories from their administrative units to College Council for discussion in early April.

7. Budget Committee affirms revenue assumptions and begins budget development.

After affirming the revenue assumptions based on the Governor’s Budget Proposal, the Budget Committee begins development of the budget for the upcoming fiscal year. The Budget Committee analyzes the budget to determine how much of the upcoming budget must be allocated to ongoing and known expenses (e.g., salaries, benefits, on-going line items, and mandated increases, etc.) and how much remains available for new resource allocation requests.

[Summary of committee charge: The Budget Committee makes recommendations to the College Council regarding the budget development process, budget timelines, budget implementation, and available funding for each fiscal year. The Budget Committee also reviews budget adjustments throughout the year.]

8. Budget Committee affirms revenue assumptions.

In May, the Governor’s Office releases a revised budget (known as the “May Revise”) based on updated financial information. After reviewing the May Revise, the Budget Committee re-affirms revenue assumptions and makes adjustments to the revenue allocations under development.

9. Administration completes an institutional review of the tentative budget.

The President/Vice Presidents Group (PVP) reviews the budget from an administrative perspective, with input from deans and managers.

10. College Council makes allocation recommendations to the Superintendent/President.

College Council begins developing institutional resource allocation recommendations, considering prioritized funding requests from the Advisory Groups and input on the availability of funds from the Budget Committee in its dialogue. The final recommendations of the College Council reflect institutional perspective and input from all campus constituencies. College Council delivers these recommendations to the Superintendent/President in late May or early June.

11. The Superintendent/President submits the tentative budget to the Board of Trustees.

The Superintendent/President reviews the College Council recommendations for resource allocation, and presents a tentative budget based on these recommendations to the Board of Trustees in June.⁶ The Board approves the final budget in August

⁶ If the Superintendent/President does not agree with the College Council recommendations and presents a different set of recommendations to the Board of Trustees, she/he provides written justification to the College Council. The Superintendent/President is not a voting member of the College Council, nor does she/he participate in the Advisory Groups’ prioritization of resource requests. The Board of Trustees has the authority for final approval of all resource allocations.

12. Implementation begins.

Once the Board has approved the resource allocations in the final budget, each division and service area begins to implement strategies outlined in its action plan. Program review annual updates in the next planning cycle report on the effectiveness of the strategies, and detail any issues with implementation. This supports ongoing evaluation of effectiveness of institutional resource allocation and problem solving.

Board Policy Review and Revision

As in matters of planning and resource allocation, College Council has responsibility for recommending board policy revisions to the Superintendent/President, with input from other shared governance committees. When constituency groups complete their review of a proposed policy revision, College Council discusses any feedback and determines whether to recommend the change to the Superintendent/President. The Superintendent/President carries the recommendations to the Board of Trustees.

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Standing Committees

Getting Involved

Shared governance processes at Monterey Peninsula College require active committee participation. All members of the institution are encouraged to participate in standing and *ad hoc* committees. Committee members are usually appointed by a leadership group within a specific campus constituency. For more information about becoming involved in a committee and/or to express interest in committee service, contact the appropriate group for your constituency:

Students:	Associated Students of MPC
Classified Staff:	MPC Employees Association
Faculty:	Academic Senate, Committee on Committees
Managers:	Administrative Unit Vice President

Descriptions of the roles and primary function of standing committees at MPC follow below. Information about membership (e.g., committee composition, length of terms, roles of members) is also included.

Committee Directory

College Council

Website: [add URL after website is updated]
Bylaws: Last updated mm/yy
[add link to document, assuming it's hosted on the website]

Meets: 2nd and 4th Tuesdays from 2:00-4:00
Sam Karas Room (LTC ###)

Meets September through December, and February through May, generally with 1 additional meeting the week before each semester.

Meetings are open to members of the campus community. Agendas are published on the website no later than 72 hours in advance of the meeting.

Current Leadership

Current Co-Chairs: Diane Boynton (Faculty)
Stephanie Perkins (Classified)
Administrator: (See membership structure, below)

Summary of Primary Committee Functions:

The College Council directs activities related to the integrated planning process; makes recommendations to the Superintendent/President for presentation to the Board of Trustees regarding resource allocation, approval of institutional goals and objectives, and Board policy revision; and leads discussion (and assigns associated work) on issues important to the campus community.

Typical Decisions & Outputs

**Monterey Peninsula College
Shared Governance Handbook**

Membership:

College Council membership is structured to include representation of all college constituencies. There are 18 voting members, as follows:

- Three Vice Presidents (Academic Affairs, Administrative Services, Student Services)
- Two students appointed by ASMPC
- Four classified employees appointed by MPCEA
- Academic Senate President
- One MPCTA representative appointed by MPCTA
- Five faculty members appointed by the MPC Academic Senate
- Two management employees appointed by the Management Team (one Manager/Supervisor and one Dean)

In addition to the voting members, the College Council includes two non-voting members:

- Superintendent/President (ex-officio)
- One administrative support person to take minutes

College Council members (excluding the Vice Presidents, the Academic Senate President, and the Student Representatives) serve three-year terms. Terms are staggered to provide continuity of membership. The Chair (or co-chairs) is elected every three years by the full membership of the College Council.

Members are responsible for making regular reports to their respective constituency groups. One of the co-chairs provides a brief report on College Council activities at Governing Board meetings.

Subcommittees:

- Budget Committee (see page ##)
- Facilities Committee
- Technology Committee

Although not subcommittees of the College Council, the three Advisory Groups, the Academic Senate, and other governance groups *[insert reference to list]* make recommendations to the College Council on specific issues related to their purview (as defined in each committee's charge).

College Council Subcommittees

Budget Committee

NB: Subcommittee of College Council

Website:

Bylaws:

Meets:

Day & Time Room

Meeting Room

Other pertinent info (i.e., open/closed meetings, where to find agendas, etc)

Summary of Primary Committee Functions:

The Budget Committee makes recommendations to the College Council regarding the budget development process, budget timelines, budget implementation, and available funding for each fiscal year. The Budget Committee also reviews budget adjustments throughout the year.

Membership:

The Budget Committee has the following 14 voting members and three resource members:

- Vice President of Administrative Services (Chair)
- Vice President of Academic Affairs
- Vice President of Student Services
- Two Deans - one Academic Affairs and one Student Services
- MPCTA President and one MPCTA representative
- MPCEA President and one MPCEA representative
- Academic Senate President and one Senate representative
- ASMPC President and one ASMPC representative
- One representative from MSC
- Controller (Resource Person)
- Budget Analyst (Resource Person)
- Note taker (Resource)

Facilities Committee

NB: Subcommittee of College Council

Website:

Bylaws:

Meets: As Needed (Generally 2-3 times/year)
Large Administration Conference Room (ADM ###)
Other pertinent info (i.e., open/closed meetings, where to find agendas, etc)

Summary of Primary Committee Functions:

The Facilities Committee makes recommendations to the College Council regarding use of current facilities, scheduled maintenance, and minor capital improvements. The Facilities Committee also has primary responsibility for developing Monterey Peninsula College's long-range Facilities Master Plan.

Membership:

The Facilities Committee is comprised of 11 voting members:

- Vice President of Administrative Services (Chair)
- Vice President of Academic Affairs
- Vice President of Student Services
- Director of Facilities – MSC
- Five faculty members, drawn from diverse departments, appointed by the Academic Senate
- One classified employee appointed by MPCEA
- One Student appointed by ASMPC

Additional non-voting resource members may be added as necessary.

Members (excluding the Vice Presidents, the Director of Facilities, and the Student Representative) serve staggered terms of at least two years, with no terms lasting longer than four years.

Technology Committee

NB: Subcommittee of College Council

Website:

Bylaws:

Meets: Day & Time Room

Meeting Room

Other pertinent info (i.e., open/closed meetings, where to find agendas, etc)

Summary of Primary Committee Functions:

The Technology Committee makes recommendations to the College Council regarding institutional technology issues, including recommendations related to specifications for campus technology purchases and policies related to use of campus technology. The Technology Committee also supports technology planning by developing the college's five-year Technology Plan and providing annual updates to this plan. The Technology Committee reports directly to the College Council, but provides information to the college's three Advisory Groups and the Academic Senate regarding specific institutional or instructional technology-related issues.

Membership:

The Technology Committee has the following 10 voting members:

- Director of Information Services (chair)
- One administrator or MSC selected by ???
- Three faculty members appointed by the Academic Senate
- Three classified representatives appointed by MPCEA
- One member-at-large selected by the committee

Additional non-voting resource members may be added as necessary.

Members serve two-year terms.

Acronyms Commonly Used in MPC Governance Discussions

AAAG	Academic Affairs Advisory Group	
ASAG	Administrative Services Advisory Group	
ASMPC	Associated Students of Monterey Peninsula College	
BaRT	Behavioral Response Team	
BAT	Behavioral Assessment Team	
BSI	Basic Skills Initiative	
CAC	Curriculum Advisory Committee	
COC	Committee on Committees	
COMA	Coordinators and Managers (Student Services)	
HWCCC	Health and Welfare Cost-Containment Committee	
ICDE	Institutional Committee on Distance Education	
MPCTA	Monterey Peninsula College Teachers Association	
MPCEA	Monterey Peninsula College Employees Association	
PVP	President / Vice-Presidents Group	
SSAG	Student Services Advisory Group	

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