

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

**Monterey Peninsula College**

**October 2016**

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## **Preface to the 2016 Version of the *Resource Guide for Decision-Making at MPC***

### **Rationale for Significant Changes Embedded in this Document**

In collaboration with the Collaborative Brain Trust consultants, the Institutional Decision-Making team produced two documents: the *Resource Guide to Institutional Decision Making at MPC* and the *Summary of Recommendations from the Institutional Decision-Making team*. The purpose of this short document is to provide rationale for why some of these recommendations were made.

#### **Why Did We Do This – What’s the Problem?**

Current governance structure has many challenges:

- Decisions take too long, preventing the institution to move quickly yet thoughtfully to improve effectiveness
- Some committees have unclear charges or lines of authority
- MPC personnel often do not understand how—or by whom—recommendations and decisions are made
- There is, at times, a lack of accountability regarding decision-making
- There is an unclear alignment with accreditation standards

#### **Rationale for Changes to the College Council**

One of the most significant changes to current structure identified in the *Resource Guide to Institutional Decision Making at MPC* is to reconfigure College Council into two operational committees. The two specific recommendations, as articulated in the *Summary of Recommendations from the Institutional Decision-Making team* are that the *Resource Guide*:

- Proposes the formation of a new College-wide Committee: Planning and Institutional Effectiveness Committee
- Proposes reframing College Council as the President’s Advisory Group

The rationale is threefold, all of which relate to the more general issues with the current governance structure stated above.

- Despite the perceptions of some, College Council currently operates in an advisory role to the President/Superintendent; its name should reflect this primary role.
- College Council currently has too many responsibilities. This heavy load prevents it from engaging in the kind of nuanced and detailed dialog that all of these tasks deserve.
- With faculty and classified co-chairs, the current College Council structure implicitly places accountability on the committee, rather than on the administration where it should be, to accomplish the duties articulated in the charge.

**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

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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 institutional 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 specific role in decision-making; the constituent groups' roles differ from one another. 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 minor changes, such as in descriptions, timelines, or processes. A small task force appointed by the Superintendent/President is charged with the responsibility for making annual updates to this document. This task force will include at least these three members: Academic Senate President or designee, CSEA President or designee, and a tri-chair of the President's Advisory Group.

In addition to an annual review 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 Handbook*.

This every-third-year assessment includes gathering College-wide input and preparing an assessment report that is submitted to the Superintendent/President and his/her President's Advisory Group and the Academic Senate. Both groups review the assessment report and recommend 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 the Superintendent/President.

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 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 Board Policy decisions for the District and the College. The source of authority for these responsibilities is California State Education Code 70902 and the responsibilities are affirmed in ACCJC Standard IV.C.1. and *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 is *Board Policy 1050 Executive Officer of the Governing Board*, which is restated in ACCJC Accreditation Standard IV.B.

The Board receives and considers recommendations from the Academic Senate for the 10+1 academic and professional matters assigned to the Academic Senate in state regulations (California Code of Regulations, Title 5 § 53200) and affirmed in *Board Policy 2010 Shared Governance* and *Board Policy 2005 Academic Senate*.

MPC is a single-college district and the citizens of the Monterey Peninsula College District elect the members of MPC's Board of Trustees. 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 interests 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 70902(d) and 72400 and affirmed in ACCJC accreditation standards IV.B. and IV.C.12. and *Board Policy 1050: Executive Officer of the Governing Board*.

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.

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/Managers, Faculty, Staff, and Students**

#### Administrators/Managers

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

Departments and service areas at MPC are grouped into one of four administrative units based on whether the primary role of that unit is academic, administrative services, student support services,



or under the auspices of the Superintendent/President's Office. A senior-level administrator leads each administrative unit, supported by a team of deans, directors and/or managers.

Drawn from typical job descriptions for administrative/managerial positions, the responsibilities of these positions 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 2005 Academic Senate and Board Policy 2010 Shared Governance*.

Following the state regulations, the Board has chosen to "rely primarily upon the recommendations of the Academic Senate regarding academic and professional matters," which consist of the following (*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 2010 Shared Governance*.

## 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.

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 (MPCEA) represents classified staff on working conditions within the scope of collective bargaining as confirmed in *Board Policy 2010 Shared Governance*. Since MPC does not have a Classified Senate, MPCSEA appoints classified staff as representatives to some committees.

Employees who serve as classified managers, supervisors, and confidential staff join MPC administrators/managers 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 2010 Shared Governance*. 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 2010 Shared Governance*, the Board recognizes the Associated Students of Monterey Peninsula College as the official voice for students. The Associated Students are 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 confirms that the Board will give every reasonable consideration to recommendations and positions developed by students prior to action on matters that may have a significant impact on them.

## **NORMS FOR COLLABORATION IN INSTITUTIONAL DECISION MAKING**

These norms or standards for institutional decision-making processes are intended to increase transparency and participation without detracting from efficiency and expediency in decision-making processes.

1. The first meeting in each fall is to include a review the group's charge and membership as well a review of the Norms for Collaboration in Institutional Decision Making.
2. All participants in MPC advisory groups and College-wide Committees agree to adopt institution-wide perspectives when developing recommendations.
3. All participants in MPC advisory groups and College-wide Committees agree that broad participation strengthens decision-making.
4. All participants in MPC advisory groups and College-wide Committees agree that the overall purpose of meetings is to create an environment in which all perspectives are heard collegially.
5. 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.
6. 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.
7. All MPC meetings start and stop on time. A meeting time is extended only by agreement of all members at the meeting.
8. A period of time at each meeting is reserved for comments to the group or committee by members of the college community who are not members of the group or committee.
9. 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.
10. MPC groups whose work focuses on governance issues (Academic Senate and Curriculum Advisory Committee) 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.
11. MPC operational groups (College-wide Committee and Advisory Groups) are not required to conduct their meetings in compliance with the Brown Act or Robert's Rules of Order.
12. MPC Staff Meetings may or may not have agendas and minutes.
13. The agendas and minutes for all MPC meetings are action-based in that are simply a record of topics discussed and agreements. See Appendix A for an example.

14. Minutes of MPC advisory groups and College-wide Committees are posted online within two weeks after the meeting.
15. 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.
16. College faculty, staff and administrators who agree to serve on MPC decision-making groups also agree to complete pre-meeting tasks, such as reading documents, in order to fully participate in the group's work.
17. College faculty, staff and administrators who agree to serve on MPC decision-making groups also agree to report the group's deliberations and recommendations to those in the college community that they represent.
18. Once the group reaches a final recommendation, committee members agree to honor that recommendation.
19. When a committee member is absent, he/she may send a substitute to ensure that the information is gathered and shared within the unit represented by the committee member.
20. Unless appointed by position, a committee member will serve a term limit of 2 years unless stated otherwise in the bylaws or operating procedures for that committee.

## 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.

Recommendations on Board Policies on matters other than academic and professional matters (10+1) are developed by the senior administrator of the administrative unit most appropriate to the content of that Board Policy. The Advisory Group for the specific administrative unit is generally asked by the senior administrator of that unit to provide feedback on such recommendations.

### Operational Tasks

Operational tasks are everything the College does other than develop Board Policies. These tasks are focused on implementation of MPC's procedures and policies. The authority for performing operational tasks is derived from the Superintendent/President, who assigns specific responsibilities to committees and/or to positions within the institution. Operational group members are assigned or appointed to College-wide Committees or Advisory Groups by virtue of their unique expertise or the position they hold within the College.

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 and policies, such as scheduling classes and evaluating planning outcomes.

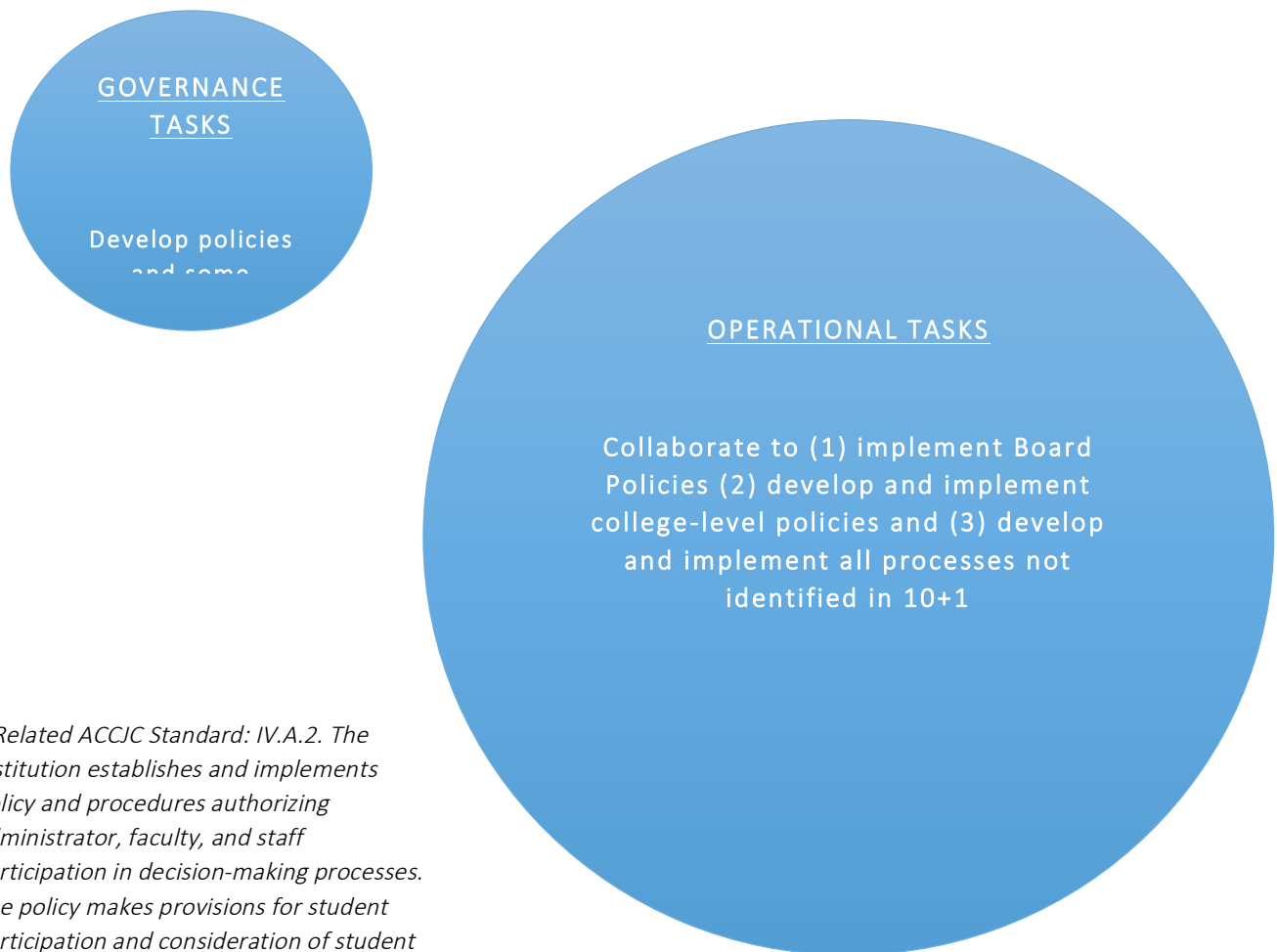
Operational groups are not required to conduct their meetings in compliance with the Brown Act or Robert's Rules of Order. However, the Norms for Collaboration in Decision-Making in this document are designed to provide the same type of transparency and openness that was the genesis for the Brown Act without detracting from efficiency and expediency.

## 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.

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, MPC norms for collaboration in institutional decision-making decisions affirm that 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 part-time 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 | 7. Nursing                 |
| 2. TRIO Programs           | 8. Physical Education      |
| 3. Creative Arts           | 9. Physical Sciences       |
| 4. Humanities              | 10. Social Sciences        |
| 5. Library                 | 11. Student Services       |
| 6. Life Sciences           | 12. Access Resource Center |

In addition there are four at-large seats elected by all full-time and part-time faculty to serve staggered three-year terms. At least one at-large seat is reserved for a part-time 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 4. Educational Program Development	Curriculum Advisory Committee
3. Grading Policies 5 Standards on Student Preparation and Success	Curriculum Advisory Committee Academic Senate
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
10. Processes for Institutional Planning	Academic Senate Planning and Institutional Effectiveness

**Academic Senate Subcommittees**

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

<b>Academic Senate Subcommittees</b>	<b>Purpose</b>	<b>Membership</b>
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</li> </ul>



		Senate <ul style="list-style-type: none"> <li>MPC Academic Senate representative to the statewide Academic Senate</li> </ul>
Committee on Committees	<ul style="list-style-type: none"> <li>Recruit new and replacement faculty appointments to campus standing committees, including hiring committees and taskforces, to fulfill specific committee needs based on faculty members' interest, expertise, and availability.</li> <li>Recommend new and replacement appointments to campus standing committees, including hiring committees and taskforces, to the Academic Senate for approval.</li> <li>Notify appointed faculty and committee chairs of newly appointed seats.</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> <li>2 ex officio members from MPCTA and District respectively</li> </ul>
Equivalency Committee	<ul style="list-style-type: none"> <li>Review equivalency for faculty hires as requested by 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>Five faculty appointed by the Academic Senate</li> <li>One classified representative appointed by MPCSEA</li> <li>Support staff from VP Academic Affairs office</li> </ul>

### Curriculum Advisory Committee (CAC)

#### **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 member representing each of the following areas:
  - Basic Skills
  - Counseling Faculty
  - Library
  - Business and Technology
  - Creative Arts
  - Access Resource Center
  - Humanities
  - Life Science
  - Nursing
  - Physical Education
  - Physical Science
  - Social Science
- One student appointed by Associated Students of Monterey Peninsula College

Other (non-voting) members act as a resource to CAC:

- VP Academic Affairs
- All academic deans
- Academic Technician
- CurricUNET Specialist

The Vice President of Academic Affairs supports the Curriculum Advisory Committee by collaborating with the Committee to ensure that MPC is in compliance with state regulations on curriculum.

## 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. There are two types of operational groups at MPC: College-wide Committees and Administrative Unit Groups.

<b>College-wide Committees</b>		<b>Administrative Unit Groups</b>	
<b>Meets Regularly</b>	<b>Convened as Needed</b>	<b>Advisory Groups</b>	<b>Staff Meetings</b>
Basic Skills Committee	Academic Council	President’s Advisory Group	President’s Cabinet
Budget Committee	Calendar Committee	Academic Affairs Advisory Group	Academic Affairs Council
Equal Employment Opportunity Committee	Graduation Committee	Administrative Services Advisory Group	Administrative Services Council
Facilities Committee	Health & Welfare Cost Containment Committee	Student Services Advisory Group	Student Services Council
Learning Assessment Committee	Professional Recognition Board		
Online Education Committee	Student Discipline Committee		
Planning & Institutional Effectiveness Committee			
Safety & Emergency Preparedness Committee			
Student Success Committee			
Technology Committee			

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. There are two types of operational groups at MPC: College-wide Committees and Administrative Unit 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.

Each College-wide Committee reviews its charge and membership annually and makes minor revisions as needed.

<b>MPC College-wide Committees with Regular Meetings</b>	<b>Charge</b>	<b>Membership</b>
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</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 ESL</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> <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>opportunities to enhance basic skills instructional and advising methods at all levels of the institution</p> <ul style="list-style-type: none"> <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 students, faculty, staff, and programs in areas related to basic skills</li> </ul>	
<p>Budget 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</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>budget construction and process.</p> <ul style="list-style-type: none"> <li>• Reviews the budget at Governor’s May revise, affirming revenue assumptions.</li> </ul>	
Equal Employment Opportunity Committee	<ul style="list-style-type: none"> <li>• Develop and implement the MPC Equal Employment Opportunity Plan</li> <li>• Receive training in all of the following: <ul style="list-style-type: none"> <li>○ the requirements of Title 5, section 53003 and of state and federal nondiscrimination laws;</li> <li>○ identification and elimination of bias in hiring;</li> <li>○ the educational benefits of workforce diversity; and</li> <li>○ the role of the advisory committee in carrying out the District's EEO plan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Associate Dean of Human Resources/EEO Officer, Chair</li> <li>• 1 faculty</li> <li>• 1 classified</li> <li>• 1 MSC member</li> <li>• At least 3 but not more than 7 community members</li> <li>• No more than 2 students appointed by ASMPC</li> </ul>
Facilities Committee	<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 Component 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>
Learning Assessment Committee	<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 its benefits</li> </ul> <p>Development of SLOs</p> <ul style="list-style-type: none"> <li>• Develop/review/revise guidelines for the development</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 at least one from student services and at least one from instruction</li> <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>of course, program, service area and Institutional SLOs</p> <ul style="list-style-type: none"> <li>○ Examples include Blooms Taxonomy, accessibility, relationship to objectives, etc.</li> <li>○ Content of SLOs will remain with discipline faculty or service area</li> </ul> <ul style="list-style-type: none"> <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>	
Online	The Online Education Committee (OEC)	• Academic Affairs administrator in

<p>Education Committee</p>	<p>serves as a recommending body to the College on matters related to online, hybrid, and web-enhanced face-to-face courses including online student support and success, online faculty support and training, online education systems and technologies, online education policies and procedures, and online education growth and development.</p> <p><b>Mission</b></p> <p>The mission of the Online Education Committee (OEC) is to support the development and delivery of quality online courses and programs.</p> <p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <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 faculty and students.</li> <li>• Identify both technical and academic needs and solutions to support online student success.</li> <li>• Review and assist in the development of online education reports, proposals, policies, and procedures.</li> <li>• Recommend professional development activities for both online faculty and students.</li> <li>• Review and recommend annual working goals and objectives in effort to continually improve online education at MPC.</li> <li>• Recommend the potential role, scope, and directions of online instruction at MPC.</li> </ul>	<p>charge of online education. , Co-chair</p> <ul style="list-style-type: none"> <li>• The Faculty Coordinator for Distance Education, Co-Chair</li> <li>• The MPC Online Instructional Technology Specialist</li> <li>• Faculty members representing the following areas: <ul style="list-style-type: none"> <li>○ Counseling/Advising,</li> <li>○ Library,</li> <li>○ Career Technical Education (online faculty member preferred),</li> <li>○ Liberal Arts (online faculty member preferred)</li> <li>○ Sciences (online faculty member preferred)</li> <li>○ At-large (online faculty member preferred)</li> </ul> </li> <li>• A representative from Student Services</li> <li>• A representative from the Information Services Department</li> <li>• A representative from the Office of Institutional Research</li> <li>• A student representative</li> <li>• Administrative Assistant from the office of Academic Affairs (Resource/Note-taking)</li> </ul>
<p>Planning and Institutional Effectiveness</p>	<p>Guide MPC’s 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</li> </ul>	<ul style="list-style-type: none"> <li>• VPs of Academic Affairs, Administrative Services, and Student Services or their designee</li> <li>• Accreditation Liaison Officer</li> <li>• Director of Institutional Research</li> <li>• Academic Senate President or designee</li> </ul>



	<p>development of the master plans, the Institutional Action Plan, and the Institutional Action Plan Annual Evaluation Report</p> <p>Assess 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 minor corrections and update as needed</li> </ul> <p>Guide 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>Create annual summary of program reviews and action plans.</li> <li>Provide annual training on how to prepare effective program reviews</li> </ul>	<ul style="list-style-type: none"> <li>MPCSEA President or designee</li> <li>A student appointed by Associated Students of MPC</li> <li>Three faculty appointed by the Academic Senate, at least one from Student Services</li> <li>Director of Student Success and Equity</li> <li>Student Learning Outcome Coordinator or designee from the Learning Assessment Committee</li> </ul>
<p>Safety and Emergency Preparedness Committee</p>	<ul style="list-style-type: none"> <li>Review safety and health procedures including the MPC Emergency Preparedness Plan</li> <li>Monitor and facilitate feedback on unsafe conditions</li> <li>Recommend improvements</li> </ul>	<ul style="list-style-type: none"> <li>Vice President for Administrative Services</li> <li>Director of Facilities/Facilities Supervisor</li> <li>MPC Nurse</li> <li>Evening Campus Supervisor</li> <li>Security</li> <li>Director of the Children's Center</li> <li>Human Resources Representative</li> <li>2 faculty appointed by the Academic Senate</li> <li>2 classified staff appointed by MPCSEA</li> <li>1 representative of Managers, Supervisors, Confidentials</li> <li>2 students appointed by Associated Students of MPC</li> </ul>
<p>Student Success Committee</p>	<ul style="list-style-type: none"> <li>Provide leadership for the planning, implementation, and evaluation of a comprehensive student success plan that includes, but is not limited to, components of the Student</li> </ul>	<ul style="list-style-type: none"> <li>Academic Senate Representative</li> <li>ARC Coordinator</li> <li>Classified Representative</li> <li>Counseling Department Chair</li> <li>Dean of Instructional Planning</li> <li>Dean of Instruction</li> </ul>

	<p>Success and Support Program plan, Student Equity plan, and Basic Skills Initiative.</p> <ul style="list-style-type: none"> <li>• Provide an environment that enhances students’ academic success, attainment of personal goals, and satisfaction.</li> <li>• Implement Student Success and Support Program and Student Equity mandates as outlined by the California Community College Chancellor’s Office.</li> <li>• Review Student Success and Support Program and Student Equity Plans and institutional data and trends to assess how well the college is achieving equitable outcomes.</li> <li>• Ensure that student success and equity efforts are aligned with the campus mission.</li> <li>• Oversee collaborative student success, equity, and retention initiatives, utilizing collected data and drawing upon best practices.</li> <li>• Through a subcommittee, review and approve requests for funding to support efforts devoted to promoting student success and equity.</li> <li>• Serve as an instrument for college-wide collaboration with regards to student access, achievement, and engagement.</li> <li>• Developing an institutional vision of student success and coordinating and facilitating the work of individuals, programs, departments, and committees that support and improve student success at MPC.</li> <li>• Review and modify policies and procedures as appropriate.</li> <li>• Support student success related</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Student Services</li> <li>• Director of Admissions and Records</li> <li>• Director of Information Systems</li> <li>• Director of Institutional Research</li> <li>• Director of Student Financial Services</li> <li>• Director of Student Success and Equity</li> <li>• English as a Second Language Department Representative</li> <li>• English Department Representative</li> <li>• EOPS Coordinator</li> <li>• Math Department Representative</li> <li>• Student Activities Coordinator</li> <li>• Student Representative</li> <li>• TRiO/SSS Coordinator</li> <li>• Veterans Center Representative</li> </ul>
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	professional development opportunities.	
Technology Committee	<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, Co-Chair</li> <li>• Representative of Committee Members, Co-Chair</li> <li>• Eight representatives from one or more these 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>○ Library</li> <li>○ Specialized computer instruction</li> <li>○ Staff use of technology</li> <li>○ Institutional technology</li> <li>○ Website technology</li> </ul> </li> <li>• 3 faculty appointed by Academic Senate</li> <li>• 3 classified employee appointed by MPCSEA</li> <li>• One student appointed by Associated Students of MPC</li> <li>• One member-at-large appointed by the committee</li> </ul>

The following College-wide Committees are convened as needed to address specific issues or complete specific tasks. The purpose of each of these College-wide Committees is identified in the title of the group.

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

### **Administrative Unit Groups**

The second type of operational groups is Administrative Unit Groups. The first of these is the advisory groups for each of the College’s four administrative units. Administrators/managers have the authority to implement Board Policies and develop processes and procedures by virtue of the assignment of responsibilities through their job descriptions. College employees other than those identified in this section may be invited to attend meetings to share information or expertise as needed.

Advisory Groups	Charge	Membership
President’s Advisory Group	<p>The President’s Advisory Group advises the Superintendent/President about issues of college-wide importance. It ensures that college members and the S/P are informed of institutional perspectives on major initiatives that impact the campus community and/or will be submitted to the Board of Trustees. For example, the President’s Advisory Group will:</p> <ul style="list-style-type: none"> <li>• Represent institutional perspective on issues of college-wide importance</li> <li>• Collaborate on solutions to institutional challenges</li> <li>• Review and make recommendations to the Superintendent/President on such matters as:               <ul style="list-style-type: none"> <li>○ Board policies and administrative procedures as appropriate</li> <li>○ Institutional Goals and Objectives</li> <li>○ Resource allocation decisions of institutional significance</li> <li>○ Reports, including those related to accreditation, Institution Set Standards, institutional planning, and resources</li> <li>○ Initiate a review of the College mission every six years (2020, 2026, and every six years thereafter)</li> </ul> </li> <li>• Organize open forums for discussion of important or controversial issues</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>• Five 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>
Academic Affairs Advisory Group	<p>AAAG provides a forum for communication among its membership about campus issues of common interest. Members are charged with representing the interests of their constituency at AAAG and with communicating back to their constituency the discussions and decisions of AAAG.</p> <ul style="list-style-type: none"> <li>• AAAG makes recommendations for action to College Council on issues of policy (including Board Policy), planning, and resource allocation.</li> <li>• AAAG makes recommendations to the Vice President for Academic Affairs on operational</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>• Deans 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</li> </ul>

	issues.	<p>Training Center</p> <ul style="list-style-type: none"> <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 Group	<ul style="list-style-type: none"> <li>• Make recommendations on policies and procedures in Administrative Services</li> <li>• Organize and present open forums as needed</li> <li>• Communicate with the groups on current issues being reviewed as needed</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>• VP Administrative Services</li> <li>• One faculty representative appointed by Academic Senate</li> <li>• Two representatives of Managers, Supervisors, and Confidentials.</li> <li>• One classified employee appointed by MPCSEA</li> <li>• Purchasing Coordinator</li> <li>• Budget and Operations Analyst</li> <li>• Fiscal Services Controller</li> <li>• Director of Security</li> <li>• Director of Facilities</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</li> <li>• Develop priorities for instructional equipment</li> </ul>	<ul style="list-style-type: none"> <li>• VP Student Services</li> <li>• One faculty appointed by Academic Senate</li> <li>• One classified appointed by MPCSEA</li> <li>• One student appointed by Associated Students of MPC</li> <li>• One representative of the Library Technology Center</li> <li>• Departmental lead or designee from each of the following: <ul style="list-style-type: none"> <li>○ Access Resource Center</li> <li>○ Admissions and Records</li> <li>○ Athletics</li> <li>○ Child Development Center</li> <li>○ Counseling</li> <li>○ EOPS/CARE</li> <li>○ International Students Program</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Job Center</li> <li>○ Student Activities</li> <li>○ Student Financial Services</li> <li>○ Student Health Services</li> <li>○ Student Success and Support Program</li> <li>○ TRIO</li> <li>○ Veterans</li> </ul>
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The second type of Administrative Unit Groups is Staff Meetings. The purpose of staff meetings at the administrative level is the same as department or division meetings: to create a venue for communication among its membership about issues of common interest.

<b>Administrative Unit</b>	<b>Staff Meeting</b>	<b>Members</b>
<b>Superintendent/President</b>	<b>President's Cabinet</b> <i>(formerly President/Vice President or PVP)</i>	<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>
<b>Academic Affairs</b>	<b>Academic Affairs Council</b>	<ul style="list-style-type: none"> <li>• VP Academic Affairs</li> <li>• All Academic Deans</li> </ul>
<b>Administrative Services</b>	<b>Administrative Services Council</b>	<ul style="list-style-type: none"> <li>• VP Administrative Services</li> <li>• All Administrative Directors and Managers VP Administrative Services</li> <li>• All Administrative Directors and Supervisors</li> <li>• Purchasing Agent</li> </ul>
<b>Student Services</b>	<b>Student Services Council</b> <i>(formerly Coordinators/Managers or CoMa)</i>	<ul style="list-style-type: none"> <li>• VP Student Services</li> <li>• All Student Services Coordinators and Managers</li> </ul>

## **ADDING A NEW COLLEGE-WIDE COMMITTEE**

Given the state of change in education in general, and specifically at Monterey Peninsula College, it is quite possible that there will be a need to develop new college-wide committees.

### **Process**

1. Determine need. Need may be determined as follows:
  - a. There is broad-based interest in the committee's perceived goal(s);
  - b. The "new" committee is required to advise an administrative position on decisions that the administrator has the authority to make; and/or
  - c. Accreditation standards or new state regulations require shared decision-making regarding a particular issue or concern.
2. When a need is established, a request is made to the appropriate advisory group and if appropriate, to Academic Senate to create a new committee.
3. The advisory group and/or Academic Senate review the request, determining how best to meet the need.
4. If a new committee is recommended, the committee is formed. The committee then must determine co- or tri-chairs, membership, and charge.

**APPENDIX A: EXAMPLE OF ACTION MINUTES**

**Title of Committee Minutes**

<b>Date:</b>	<b>Location:</b>
Member 1 of Group	
Member 2 of Group, etc.	

[Check boxes of attendees]

**Guests:**

**Meeting Chair:**

**Notes Submitted by:**

Agenda Item	Discussion/Comments	Action
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**Next meeting (date and time):**

For example...

**Curriculum Advisory Committee  
Meeting minutes: MPC.EDU**

DATE: September 21, 2016 LOCATION: BMC 206 @ 3:00-5:00pm		
Attendees:		
	Richard Abend, Humanities	✓
✓	Catherine Webb, Library	✓
	Vacant, Life Science	
✓	Michael Gilmartin, Dean of Instructional Planning	✓
✓	Laura Franklin, Dean of Instruction	✓
✓	He Seon Ihn, Articulation Officer	✓
✓	Lynn Iwamoto, Physical Sciences	✓
✓	LaRon Johnson, Student Services	✓
✓	Kim Kingswold, Curriculum/Catalog Technician	✓
	Vacant, ESL	
	Vacant, CurricUNET	
		Laura Loop, Nursing
		Gamble Madsen, Chairperson/Creative Arts
		Laura Patterson, CurricUNET Specialist
		Beth Penney, Basic Skills
		Jon Knolle, Dean of Instruction
		Fred Hochstaedter, Academic Senate
		Tom Rebold, Business and Technology
		Rachel Whitworth, Social Sciences
		Adrian Ellaga, Student Representative
		Vacant, Physical Education
		Kiran Kamath, Vice President of Academic Affairs

Meeting Chaired by: Gamble Madsen

Notes Submitted by: Sara Metz/Gamble Madsen/Kim Kingswold

Agenda Item	Discussion / Comments	Action
<b>Announcements</b>	Public Comments (Agenda item III.) Read by Gamble Madsen	
<b>Comments from Visitors</b>		
<b>Visitors Present</b>	David Brown, DJ Singh, Lyndon Schutzler	
<b>Approval of September 21, 2016 Agenda</b>	<b>Corrections noted:</b> none	Motion to approve: Beth Penney Seconded: Laura Loop  CAC Committee Voted: <b>Aye</b>
<b>Approval of Sept 14, 2016 Minutes</b>	<b>No corrections</b>	Motion to approve: Lynn Iwamoto Seconded: Fred Hochstaedter  CAC Committee Voted: <b>Aye</b>



## **APPENDIX B: GLOSSARY for *Resource Guide to Institutional Decision Making at MPC 2016***

### **Administrative unit**

MPC has divided responsibilities and personnel into four administrative units based on the primary focus of the work in each unit: Academic Affairs, Administrative Services, Superintendent/President's Office, and Student Services.

### **Bylaws/Operating Procedures**

MPC bylaws are rules developed by governance groups to regulate their affairs and members. Operational groups (College-wide Committees and Advisory Groups) follow the norms contained in this *Resource Guide* and do not develop bylaws. However, committees or groups may establish operating procedures to further clarify how the group or committee functions.

### **Board Policy**

A Board Policy is any standard, statement, or procedure of general applicability adopted by the Board of Trustees pursuant to authority delegated by law or the Board of Governors.

### **Charge**

The Board of Trustees delegates College operations to the Superintendent/President. To accomplish these varied tasks, the Superintendent/President assigns or charges MPC College-wide Committees and Advisory Groups with specific tasks.

### **College Policies**

In contrast to Board Policies, College policies are developed at the College to provide guidelines or operational procedures for the purposes of internal consistency. An example of local college-level policies is the Library's Collection Policy.

### **Consensus**

Consensus refers to the group's general agreement about a recommendation or decision. Consensus does not require agreement by all members of the group, but rather refers to agreement or understanding shared by the majority of the group's members.

### **Constituent groups**

Constituent means a part of the whole. The term is often used in politics to refer to the larger group that leaders are elected or chosen to represent. MPC's constituent groups are faculty, staff, administration/managers, and students.

### **Governance**

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 recommending to the College 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.

Recommendations on Board Policies on matters other than academic and professional matters (10+1) are developed by the senior administrator of the administrative unit most appropriate to the

content of that Board Policy. The Advisory Group for the specific administrative unit is generally asked by the senior administrator of that unit to provide feedback on such recommendations.

### **Operations**

Operational 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.

### **Reasonable consideration**

In the context of community college decision-making, the term "reasonable consideration" describes the responsibility of local Boards of Trustees to include the opinions of faculty, staff and students as one of the factors in their decision-making.

*California Education Code 70902 (b)(7)*

*(b) ...the governing board of each community college district shall do all of the following:*

*(7) Establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students with the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.*