**Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

**A. Decision-Making Roles and Processes**

**1.** Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

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| **How does MJC meet the Standard?** | **Evidence** |
| What do the statements about institutional mission and goals reveal about the institution's commitment to student success and educational excellence?  Mission statement | Mission Statement:  MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. Program review, state requirements, SLO driven improvements  National program accreditation and partnerships  Achieving the Dream  Center for Urban Education  Great Teachers’ Retreat  Institute Day  Flex Calendar  CSAC professional development  SSSP Plan, SEP, BSI Plan  Sabbatical experience  Homo Naledi  3D Printing of bones  Curriculum Institute  Faculty Learning Communities  NEH grant  We provide a dynamic, innovative educational environment for the ever-changing populations and workforce needs of our regional community.  New CTE Programs – logistics, vet tech  Advisory Committees  Baccalaureate in Respiratory Care  Recruitment and hiring of faculty, staff, leaders  State of the art renovation and expansion of college facilities  New cadaver program  Community partnerships – CODEX, ModSpace  Smart technology embedded in mobile web interface  We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.  CEP  Student clubs  Performing arts  Athletic. Forensics, and ag intercollegiate teams  Community partnerships – MLK event  GVM  Pow-Wow  MICL  Planetarium and Science Nights  Community Education  Geology/Anthropology field experience |
| Are the institution's goals and values clearly articulated and understood by all? Can college staff list what those goals and values are? | Strategic Plan with Strategic Directions and measurable goals  Facilities Master Plan  Educational Master Plan  Tech Master Plan  DE Master Plan  Website |
| What information about institutional performance is available to staff and students? Not transparent to students (PR)  How is the information kept current?  Yes – OAW schedule for SLOs  Is it easily accessed, is it understandable? Varies  Is it regularly used in institutional dialog and decision making sessions? Increasing | Program review  Scorecard  Enrollment  Demographics  MJC Reflection  Graduation program  Progression through course sequence data @ faculty retreat  SSSP & Equity data  Council evaluations |
| Do the institution's processes for institutional evaluation and review, and planning for improvements, provide venues where the evaluations of the institution's performance are made available to all staff?  Scorecard  SSSP, SEP, BSI planning processes  ATD planning  Council Evaluations  Program Review parties  Institute Day activities  MJC Reflections  Campus announcements  Website  Division meetings |  |
| Do institutional planning efforts provide opportunity for appropriate staff participation?  Yes | Engaging All Voices  Council Structure  Committees  Advisory Committees  Standard teams for self evaluation |
| How do individuals bring forward ideas for institutional improvement?  Email  Constituent representatives in councils and committees  Senate meetings  CSEA meetings  Rep Council meetings  YFA  LTAC Division meetings  Informal opportunities to dialogue on college matters  ASMJC | Survey results  Minutes  Coffee & Conversation |

**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 a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

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| **How does MJC meet the Standard?** | **Evidence** |
| What do institutional policies and procedures describe as the roles for each group in governance, including planning and budget development? | Engaging All Voices  BP & AP  ASMJC Bylaws  CSEA Contract  YFA Contract  Senate Constitution & Bylaws  Guiding principles RAC |
| What evidence demonstrates that these policies and procedures are functioning effectively? | Council evaluations  Minutes  Participation  Drafts of documents (revisions & contributions)  Planning groups SSEC  Recommendations forwarded to College Council  Faculty Hiring Prioritization List  Revisions to EAV  Revised Board Policy in response to current events/constituent input/review process  Practice of 1st/2nd readings honors Brown Act |
| What documents describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters? | Senate Bylaws  Title 5  Job descriptions  Faculty Handbook  Minimum Quals Document  BP (s)  YFA contract  PCAH  Curriculum Committee documents (handbook) |
| What provisions are made for student involvement in the decision-making processes? | EAV  ASMJC Bylaws  Student Trustee  Student Liaisons at each division  Governance Structure  Student attendance recorded in minutes  Student internships  Student workers  Focus groups  Surveys |

**3.** Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

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| **How does MJC meet the Standard?** | **Evidence** |
| What do institutional policies and procedures describe as the roles for each group in governance, including planning and budget development? | EAV  BP & AP (Chancellor, President, budget)  Title 5  Job descriptions  YFA contract  CSEA contract  Division council and/or committee procedures (shared governance documents) |

**4.** Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

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| **How does MJC meet the Standard?** | **Evidence** |
| What institutional policies and procedures describe as the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters? | Curriculum handbook  Senate Bylaws  BP & AP  Title 5  PCAH  Curriculum forms  CI-D, ADT process/forms  Curricunet  Curriculum committee website |
| What evidence demonstrates that these policies and procedures are functioning effectively? | Catalog  Curriculum minutes  Certificate and degree awards  Transfer  Articulation agreements  Curriculum review cycle  OAW  Program Review  eLumen |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence?  Respiratory Care? | TAG  CI-D  ADT  Transfer  Articulated pathways  Scorecard  Transfer Center  Curriculum review including comps for transfer level designation |
| Have programs, degrees, and certificates available 50% or more via DE/CE been reviewed through the ACCJC Substantive Change process? | Yes – sub change letters, reports, etc |

**5.** Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

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| **How does MJC meet the Standard?** | **Evidence** |
| Do the written policies on governance procedures specify appropriate roles for all staff and students? Do these policies specify the academic roles of faculty in areas of student educational programs and services planning? | EAV  ASMJC Bylaws  YFA Contract  CSEA Contract  BP & AP  Budget development process  Student Services Council  SSEC  Instruction Council  Title 5 |
| Are staff and students well informed of their respective roles? Do staff participate as encouraged by these policies? Do the various groups work in collaborative effort on behalf of institutional improvements? Is the result of this effort actual institutional improvement? | Website  ASMJC communication  SSEC  Student Success Specialists  Councils  Participation  Leads to improvement  Ag Ambassadors  CODEX  Council membership |
| Is there effective communication at the college - clear, understood, widely available, current? | Website  Email  Agendas/minutes  MJC Reflection  Campus announcements |
| Do staff at the college know essential information about institutional efforts to achieve goals and improve learning?  Yes | Institute Day  Email  Invitations  ATD  SSEC  Plans  Newsletter SSSP |

**6.** The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

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| **How does MJC meet the Standard?** | **Evidence** |
| What process does the institution use to document and communicate these decisions? | EAV  Minutes  Email |

**7.** Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

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| **How does MJC meet the Standard?** | **Evidence** |
| What process does the institution use to evaluate its governance and decision-making structures? Are the results communicated within the campus community? | Annual council evaluations  EAV revisions |
| How does the institution use identified weaknesses to make needed improvements? | Concerns are brought to council for solution seeking  Workgroups  Collaboration between councils and constituencies  Program Review  Instructional Outlook |

**Updated 2.1.16**

**Standard IV Team Meeting**

Members Present:

Debbi Partridge Tri-Chair

Kevin Alavezos Tri-Chair

Jill Stearns Tri-Chair

Jim Sahlman Faculty, YFA President

Ross McKenzie Faculty, Math

Patrick Bettencourt Academic Dean

Jennifer Hamilton Academic Dean

Mike Smedshammer Faculty, Online Learning Coordinator

Brian Greene Faculty, Accreditation Co-Chair, Librarian

Jon Andrews Student, ASMJC