**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 improvementsNational program accreditation and partnershipsAchieving the DreamCenter for Urban EducationGreat Teachers’ RetreatInstitute Day Flex CalendarCSAC professional developmentSSSP Plan, SEP, BSI PlanSabbatical experience Homo Naledi 3D Printing of bonesCurriculum InstituteFaculty Learning CommunitiesNEH 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 techAdvisory CommitteesBaccalaureate in Respiratory CareRecruitment and hiring of faculty, staff, leadersState of the art renovation and expansion of college facilitiesNew cadaver programCommunity partnerships – CODEX, ModSpaceSmart technology embedded in mobile web interfaceWe facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.CEPStudent clubsPerforming artsAthletic. Forensics, and ag intercollegiate teamsCommunity partnerships – MLK eventGVMPow-WowMICLPlanetarium and Science NightsCommunity EducationGeology/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 goalsFacilities Master PlanEducational Master PlanTech Master PlanDE Master PlanWebsite |
| 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 SLOsIs it easily accessed, is it understandable? VariesIs it regularly used in institutional dialog and decision making sessions? Increasing | Program reviewScorecardEnrollmentDemographicsMJC ReflectionGraduation programProgression through course sequence data @ faculty retreatSSSP & Equity dataCouncil 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?ScorecardSSSP, SEP, BSI planning processesATD planningCouncil EvaluationsProgram Review partiesInstitute Day activitiesMJC ReflectionsCampus announcementsWebsiteDivision meetings |  |
| Do institutional planning efforts provide opportunity for appropriate staff participation?Yes | Engaging All VoicesCouncil StructureCommitteesAdvisory CommitteesStandard teams for self evaluation |
| How do individuals bring forward ideas for institutional improvement?EmailConstituent representatives in councils and committeesSenate meetingsCSEA meetingsRep Council meetingsYFALTACDivision meetingsInformal opportunities to dialogue on college mattersASMJC | Survey resultsMinutesCoffee & 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 VoicesBP & APASMJC BylawsCSEA ContractYFA ContractSenate Constitution & BylawsGuiding principles RAC |
| What evidence demonstrates that these policies and procedures are functioning effectively? | Council evaluationsMinutesParticipationDrafts of documents (revisions & contributions)Planning groups SSECRecommendations forwarded to College CouncilFaculty Hiring Prioritization ListRevisions to EAVRevised Board Policy in response to current events/constituent input/review processPractice 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 BylawsTitle 5Job descriptionsFaculty HandbookMinimum Quals DocumentBP (s)YFA contractPCAHCurriculum Committee documents (handbook) |
| What provisions are made for student involvement in the decision-making processes? | EAVASMJC BylawsStudent TrusteeStudent Liaisons at each divisionGovernance StructureStudent attendance recorded in minutesStudent internshipsStudent workersFocus groupsSurveys |

**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? | EAVBP & AP (Chancellor, President, budget)Title 5Job descriptionsYFA contractCSEA contractDivision 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 handbookSenate BylawsBP & APTitle 5PCAHCurriculum formsCI-D, ADT process/formsCurricunetCurriculum committee website |
| What evidence demonstrates that these policies and procedures are functioning effectively? | CatalogCurriculum minutesCertificate and degree awardsTransferArticulation agreementsCurriculum review cycleOAWProgram RevieweLumen |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence?Respiratory Care? | TAGCI-DADTTransferArticulated pathwaysScorecardTransfer CenterCurriculum 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? | EAVASMJC BylawsYFA ContractCSEA ContractBP & APBudget development processStudent Services CouncilSSECInstruction CouncilTitle 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? | WebsiteASMJC communicationSSECStudent Success SpecialistsCouncilsParticipationLeads to improvementAg AmbassadorsCODEXCouncil membership |
| Is there effective communication at the college - clear, understood, widely available, current? | WebsiteEmailAgendas/minutesMJC ReflectionCampus announcements |
| Do staff at the college know essential information about institutional efforts to achieve goals and improve learning?Yes | Institute DayEmailInvitationsATDSSECPlansNewsletter 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? | EAVMinutesEmail |

**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 evaluationsEAV revisions |
| How does the institution use identified weaknesses to make needed improvements? | Concerns are brought to council for solution seekingWorkgroupsCollaboration between councils and constituenciesProgram ReviewInstructional 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