IV.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.**

Mt. SAC's culture of collaboration is built upon the foundation of the college's mission, vision, and core values, with well-established shared governance structures that encourage innovation among faculty, administrators, staff, and students. Board Policy (BP) 3255 Participation in Local Decision Making embraces the concept of participatory governance, with each constituency sharing responsibility and providing expertise in developing and recommending policies and procedures related to their specialized knowledge and as required by state regulations (**I.B.7.3 BP 3255**). Administrative Procedure (AP) 3255 Participation in Local Decision Making further establishes the participative processes and roles of College community members in making recommendations to the Board of Trustees to assure effective planning and implementation. Appointments to committees and councils are made by the Academic Senate, the California School Employees Associations (CSEA), the Associated Students, Management Steering, and the Faculty Association (FA) as directed by Title 5 (**I.B.9.6 Shared Governance Charts**). This policy includes general goals and operating principles for participatory governance, which act as ground rules for collegial and collaborative work (**IV.A.1.1 AP 3255**).

The Mt. SAC President's Office Hours, open to the campus community multiple times each month, provide opportunities for constituents to share innovative ideas, current challenges, and potential opportunities (**IV.A.1.2 Mt. SAC President/CEO Open Office Hours**). The President's Office encourages innovation through the President's College Champion Awards for employees and the Presidential Student Sustainability Awards (**IV.A.1.3 College Champions 2021**). Student Sustainability Awards are given in categories related to environmental, social, economic, or other forms of sustainability. Student participation in this competition stimulates cross-disciplinary innovation across several areas, including Arts/Media, Business/Design, Humanities/Social Sciences, and Student Leadership. (**IV.A.1.4 Presidential Student Sustainability Awards**).

When ideas for improvement have a policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation. From 2018-2020 the Academic Senate led an evaluation and reconfiguration of the Senate committee structure. A Senate Executive Board Task Force developed recommendations to enable data-informed decision-making through closer ties with research; to improve communication among academic support and other support programs and faculty; to increase

student access to services; to support Open Educational Resources and other strategies to address textbook and material affordability; and to clarify the Academic Senate participatory governance structure and the process for communicating recommendations (**IV.A.1.5 BOT Academic Senate Report 10-14-20**). The recommendations led to four new committees to address: Guided Pathways Cross-Council Committee, Textbook and Instructional Materials Committee, Retention and Persistence Committee, and Mapping and Catalog Committee, each reporting to the Student Persistence Equity and Achievement Council. A handful of work groups were discontinued or collapsed into existing committees, and two Senate committees were discontinued. Additionally, the cross-membership of reporting committees improved communication and recommendation workflow with the process for communicating recommendations reflected in the hierarchical structure (**I.B.4.3 Academic Senate Committee Structure**).

When the COVID-19 pandemic hit, Mt. SAC limited the disruption to learning by swiftly moving to remote instruction, relying upon existing shared governance structures established and articulated in policy to support decision-making and collaborative problem-solving. During the pandemic, the curricular approval processes, procedures for courses offered through distance education, and training requirements for faculty who had yet to be certified to teach online were all developed collaboratively through shared governance committees. For example, through the collaboration and innovation of the Distance Learning Committee (DLC) and Curriculum & Instruction Council, recommendations for streamlining the approval process for Distance Learning Courses were approved by Academic Senate and recommended to the Board of Trustees through the President (**IV.A.1.6 DLC Recommendations; IV.A.1.7 Senate Resolution 2020-07**).

The College continually focuses on integrating its multiple planning efforts within and across departments. The Strategic Plan was updated in 2022-23 to identify and support initiatives that align with College priorities and efforts for accomplishing those goals (**IV.A.1.8 Mt. SAC Strategic Planning Priorities**). The institutional planning body, President's Advisory Council (PAC), includes representatives from faculty, staff, management, and Associated Students. PAC assures the effectiveness of ongoing planning processes by reviewing and recommending institutional planning decisions and processes (**I.A.4.3 PAC Purpose and Function**). Biannual Expanded PAC meetings facilitated by the Institutional Effectiveness Committee (IEC) and focused on strategic planning provide a platform for sharing progress towards priorities, gathering input from constituency groups, and bringing together cross-campus expertise to improve planning (**I.A.3.2 AP 3250 Institutional Planning**).

The process of program review, called Planning for Institutional Effectiveness (PIE), is an annual mechanism for planning, evaluating, documenting accomplishments and challenges, and encouraging innovation. It is a collaborative, bottom-up review process providing opportunities for College employees to take the initiative to improve the practices, programs, and services

they are involved in (**I.B.4.2 Process Map of Integrated Planning**). The annual planning process begins at the unit/department level and moves through management to the executive level to shape institutional planning. Current unit PIEs, manager PIEs, vice president PIEs, and the president PIE are posted on the IEC webpage (**IV.A.1.9 IEC Webpage**). The PIE process is guided by the PIE Committee, which makes recommendations to the IEC related to the implementation of program review, institutional planning and assessment, and evaluation and coordination of activities that improve institutional effectiveness (**I.A.2.9 PIE Committee**). Recent program review process improvements include enhancements in the software user interface, updates to the planning processes, and workflow changes (**I.B.9.1 Integrated Planning Calendar**).

Analysis and Evaluation

Institutional leaders at Mt. SAC create and encourage innovation, leading to institutional excellence. They support all constituents in taking the initiative to improve the College's practices, programs, and services. Systematic participative processes assure effective planning and implementation when ideas for improvement have a policy or institution-wide implications.

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.**

Mt. SAC establishes and implements policy and procedures authorizing participation by administrators, faculty, and classified staff in decision-making processes. Board Policy (BP) 3255 Participation in Local Decision-Making defines how governance committees, operational committees, and Academic Senate committees and task forces are structured to include appropriate representation by faculty, management, classified professionals, and students when matters are being considered that are within their purview. The annual review of committee purpose, function, and membership by the President's Advisory Council (PAC) provides a further opportunity to check for effective participation from all constituent groups (**I.A.4.3 PAC Purpose and Function**). Each participatory governance committee includes positions specified for student members as specified by Administrative Procedure (AP) 3255. Students are appointed by the President of Associated Students (AS) and participate as voting members of the committees where their insights and input are valued (**I.B.7.3 BP 3255; IV.A.1.1 AP 3255**).

As per AP 3255, task forces are assembled as needed to accomplish a specific charge by a specific date. If the task force's charge relates to students, the AS President appoints student members to join. The 2020-21 Student Trustee asked President's Advisory Council to consider revising the campus smoking policy, and PAC initiated making Mt. SAC a smoke-free campus.

The Smoke/Tobacco Free Campus Policy Workgroup included representatives of all constituency groups, including students and a community partner, Compadres for Tobacco Free LA County. The recommendations of the task force included an overhaul of the BP/AP 3565 to reflect Mt. SAC's commitment to providing a safe and healthy environment for students, employees, and visitors as a smoke, vapor, and tobacco-free environment (**IV.A.2.1 BP 3565 Smoking on Campus; IV.A.2.2 AP 3565 Smoking on Campus**).

Mt. SAC's commitment to effective planning and implementation is represented in its committee structure, with each committee's purpose and function clearly tied to the College's mission, priorities, and planning processes. The committee structure ensures the flow of communication and that recommendations are informed by accurate information (**I.B.9.6 Shared Governance Charts**). Three main types of committees within the Mt. SAC structure are Governance, Operational, and Academic Senate. Governance committees participate in short- and long-term global planning at the College and make recommendations about rules, procedures, direction, and processes (**IV.A.2.3 List of Governance Committees**). Student representatives for College committees are recruited and appointed by Associated Students (**IV.A.2.4 AS Chart of Student Representation on Committees**). Some governance committees are advisory committees with compliance functions. For example, the Climate Commitment and Environmental Justice Committee is part of the required institutional structure of Second Nature's Climate Commitment, of which the College is a signatory (**IV.A.2.5 Climate Committee**).

Operational committees participate in planning for departments or cross-department groups and make recommendations impacting campus projects and operations (**IV.A.2.6 Operational Committee List**). For example, the Basic Needs Committee is responsible for proposing recommendations and solutions regarding issues students face related to the lack of basic needs resources, including, but not limited to, housing, food, wellness (physical, emotional, and mental), hygiene, and transportation. Student committee members help the committee support best practices for reaching students in a respectful and empowering manner (**IV.A.2.7 Basic Needs Committee**).

Academic Senate committees make recommendations related to academic and professional matters. For example, the Curriculum and Instruction Council, the Educational Design Committee, and the Distance Learning Committee work together to review and forward all new and revised curricula to the Board of Trustees (**IV.A.2.8 Board of Trustees Curriculum Items**). Academic Senate committees and councils report to the full Academic Senate regularly. Academic Senate meets bi-monthly, and report outs are scheduled accordingly (**IV.A.2.9 Senate Committee list; IV.A.2.10 Sample Senate Agenda with Reporting Scheduled**).

PAC is the primary planning body that strives to provide long-term stability and success for the institution. PAC is a forum to review and recommend College direction and focus consistent

with the mission and goals. PAC members bring input forward from their constituency groups. Governance committees make regular reports, share data analysis and outcomes, and receive direction from PAC. For example, the Accreditation Steering Committee (ASC) reports on ongoing efforts to complete the Institutional Self Evaluation Report, and the Professional Development Committee (PDC) keeps PAC apprised of issues and events within classified, faculty, and management professional development committees (**IV.A.2.9 ASC Report; IV.A.2.10 PDC report**). Members of PAC bring recommendations from their representative Governance committees to be vetted and recommended to appropriate operational committees or units for action. If any constituency represented sees a need for their stakeholders to weigh in on a policy or procedure, the item is pulled and later returned to PAC with a recommendation from the concerned constituency or governance group. A demonstration of this process is evidenced in a recent discussion in PAC about the review of AP 3255 in which the Senate President discussed the conditions under which the Senate might pull the item for faculty review (**IV.A.2.11 PAC Minutes 5-11-22**). This process provides multiple opportunities for individuals to bring forward ideas and contribute to policy development and planning. Twice annually, Expanded PAC meets to review issues that impact the entire College; membership expands to members of the Budget Committee, the Institutional Effectiveness Committee, co-chairs from committees relevant to planning, and other constituent leaders (**IV.A.2.12 Expanded PAC Presentation 4-27-22; IV.A.2.13 Expanded PAC Minutes 4-27-22**).

AP 2410 guides the development and revision of policies and procedures, ensuring appropriate review and discussion by affected groups. Discussions at Academic Mutual Agreement Council (AMAC) determine which APs and BPs under revision require mutual agreement and which are under the purview of the Academic Senate. AMAC includes the College President, Vice Presidents of Instruction and Student Services, the Provost of the School of Continuing Education, and the Academic Senate President and Co-Vice Presidents. The classified unions (CSEA 262 and CSEA 651) and the Faculty Association determine if the proposed changes to policies and procedures are within the realm of collective bargaining or require negotiation for implementation (**IV.A.2.14 AP 2410 Process for Revision of APs or BPs**).

Analysis and Evaluation
Mt. SAC is purposefully organized to gather input from all constituency groups in the ongoing decision-making processes of the College. Student participation is essential to ensuring shared governance is upheld.

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.**

The roles of administrators and faculty in institutional governance are established in Board Policy (BP) and Administrative Procedure (AP), ensuring consistent membership and balanced

participation. Mt. SAC defines the substantive roles of administrators and faculty in institutional governance. Fiscal stability is supported through the substantial voice of administrators and faculty in planning and budget, as required in both AP and BP 3255, and is exercised by their service on councils and committees involved in planning, institutional policy review and development, and budget (**I.B.7.3 BP 3255; IV.A.1.1. AP 3255**). For example, in keeping with College policies and procedures, administrators, faculty, classified professionals, and students engage in discussions, contribute ideas, and collaborate collegially on the college's Budget Committee (**IV.A.3.2 Budget Committee Agenda and Minutes**). The Academic Senate is relied upon for leadership in academic and professional matters (**IV.A.1.1. AP 3255**). The Academic Senate President makes recommendations approved by the full Academic Senate for faculty appointments for all committees, councils, task forces, and reassignments within this purview. Intersectional appointments of faculty and administrators on Academic Senate committees and the councils they report to support enhanced communication and follow-through in decision-making. For example, in supporting the development of an effective planning process, the Institutional Effectiveness Committee (IEC) includes both faculty and management leadership. It is responsible for institutional assessment, evaluation, and coordination of activities leading to the improvement of institutional effectiveness (**I.A.2.6 IEC Purpose and Function**).

The Faculty Association (FA) and Classified School Employees Association (CSEA) employee groups (CSEA 262 and CSEA 651) represent their constituencies on issues of working conditions. The pandemic considerations around working conditions had not been previously negotiated. However, when the college faced constantly changing conditions and ever-evolving guidelines, these representative groups exercised their substantial voice. They worked with the district to develop agreements enabling the transition to online instruction. Accomplishing these agreements required each group to work in their defined role. Following the 10+1 outlined in AP 3255, the Academic Senate was responsible for delineating the necessary training to be provided for faculty in the transition, and the district funded additional support that was negotiated with the FA (**IV.A.1.1. AP 3255; IV.A.3.3 Faculty Side Letter**).

Analysis and Evaluation
Administrators and faculty at Mt. San Antonio College maintain policies and procedures to ensure substantive and clearly defined roles in governance and substantial voices in policies, planning, and budget related to their areas of responsibility.

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.**

Mt. SAC's Academic Senate has established a robust and thorough curriculum approval process through Board Policy (BP) and Academic Procedure (AP) 4020 **(II.A.1.6 BP/AP 4020 Program, Curriculum, and Course Development)**. Discipline faculty originate course content or

modifications in the WebCMS curriculum system and submit them to their academic administrator for review and approval (**IV.A.4.1 Flowchart for Web CMS**) From this step, the curriculum proceeds to the shared governance curriculum committees (**II.A.2.1 Curriculum Stages**). The Academic Senate receives curriculum reports from the curriculum liaison, who co-chairs both EDC and C&I. The curriculum liaison provides direction and information regarding curriculum items being presented to the Board of Trustees (**I.B.2.8 AP 4020 Program and Curriculum Development; IV.A.4.2 Senate Constitution 2022 Curriculum Liaison Description**). Policies guiding the faculty's role in curriculum and program development are reviewed regularly (**IV.A.4.3 Placeholder C&I Revision AP 4020**).

As prescribed by California regulations such as Educational Code and Title 5, curriculum, educational program development, and policies regarding student preparation and success must include collegial consultation between administrators and faculty. As outlined in BP 3255, faculty are primarily relied upon, through the Academic Senate, for decisions and policies regarding curriculum and standards or policies regarding student preparation and succes**s** (**I.B.7.3 BP 3255 Participation in Local Decision-Making**). The curriculum recommendation process involves three Academic Senate committees: Distance Learning Committee (DLC), Educational Design Committee (EDC), and Curriculum and Instruction Council (C&I). Faculty have membership majority on these committees. EDC includes representation from each academic division, and C&I has faculty representatives serving in critical roles (Articulation Officer, Outcomes Coordinator, Curriculum Liaison, Academic Senate President, and one Senate Co-Vice President). Each committee includes critical academic administrators such as the Vice President of Instruction and the Dean of Enrollment Management (**II.A.2.3 C&I, EDC, DLC Members, Purpose and Function**). EDC does the technical review and makes recommendations to C&I. Distance Learning amendments are required addendums to the Course Outline of Record and move from the DLC to EDC to C&I for local approval. C&I reviews curriculum and programs and directly recommends curriculum to the Board of Trustees and policy recommendations to the Academic Senate. (**I.B.2.8 AP 4020 Program and Curriculum Development; II.A.2.2 EDC-CI-DLC Minutes AMLA 98 Approval**).

Student learning programs (degrees and certificates) are approved similarly. Policy regarding degrees and certificates is included in BP 4100 Graduation Requirements for Degrees and Certificates, and AP 4100 Graduation Requirements further specify that the catalog must be updated annually to maintain accuracy (**IV.A.4.4 BP 4100 Graduation Requirements for Degrees and Certificates; IV.A.4.5 AP 4100 Graduation Requirements; I.C.1.10 Catalog Review Process Timeline**).

Policies and procedures regarding student learning services are recommended through College committees and governance structures. These recommendations are made by Student Preparation, Equity, and Achievement Council (SPEAC), which receives recommendations from four subordinate committees: Assessment and Matriculation, Student Equity Committee,

Retention and Persistence Committee, and Textbook and Instructional Materials Committee (**I.A.3.6 SPEAC Purpose and Function**). Each of these recommending bodies has memberships that are faculty majorities. Appointments are made considering faculty expertise in the committees' purviews. These committees also include relevant academic administrators, including the Vice President of Student Services, Dean of Counseling, Dean of Enrollment, Dean of Student Success and Equity, and Dean of Library and Learning Resources. The recommendations from the committees and council are considered by the Academic Senate and brought through Academic Mutual Agreement Council (AMAC), ensuring a thorough review of all policies and procedures by both faculty and academic administrators (**I.B.4.8 Academic Senate Committee Structure**). For example, the Textbook and Instructional Materials Committee (TIMC) brought forth a recommendation to create an icon designation in the class schedule to identify courses whose instructional materials cost $40 or less, which was ultimately approved by Student Preparation, Equity, and Achievement Council, Senate, and AMAC (**IV.A.4.6 TIMC proposal for low-cost designation**).

The faculty and academic administrators assigned to the newly approved baccalaureate program in Histotechnology have the responsibility for making recommendations to appropriate governance and decision-making bodies about the curriculum, student learning programs, and services for the program that will correspond to the current practices described above (**IV.A.4.7 Histotechnology Faculty; IV.A.4.8 Mt. SAC Sub Change Addendum**).

Analysis and Evaluation
Faculty and academic administrators at Mt. San Antonio College work within established policies, procedures, and well-defined structures to recommend curriculum and student learning programs and services.

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.**

The College ensures appropriate and timely consideration of diverse perspectives, expertise, and responsibility through procedures articulated in Board Policy (BP) 3255. This policy states that "…each constituency of the College that has responsibility and expertise in a particular area shall participate in the development of policies and regulations related to that area." (**I.B.7.3 BP 3255 Participation in Local Decision-Making**). Administrative Procedure (AP) 3255 further describes the college's general goals and operating principles of cooperation, trust, and shared values (**IV.A.1.1 AP 3255 Participation in Local Decision Making**).

Committee purpose, function, and membership statements outline the diverse governance committee compositions in accordance with this practice (**I.A.3.4 College Committees**). Faculty,

managers, and classified professionals who sit on committees report to their respective teams maintaining robust communication and providing regular opportunities for peers to provide input on multiple issues being discussed across campus. (**IV.A.2.10 Sample Senate Agenda with Reporting Scheduled; IV.A.5.1 2023 FA Exec Board Minutes Demonstrating Reporting; IV.5.2 2023 262 CSEA Board Minutes Demonstrating Reporting; IV.A.5.3 Management Rep to PAC Report Out to Management Steering**). Faculty who serve as committee chairs or co-chairs make regular reports to their representative body, either Student Preparation, Equity and Achievement Council (SPEAC), the Academic Senate, or President's Advisory Council (PAC) (**IV.A.5.4 PAC Minutes Demonstrating Reporting**). Committee debates on actions under consideration regularly include robust communication and sharing of diverse views. For example, the SPEAC had a robust and productive discussion on the implications of updates from the Chancellor's Office regarding the full implementation of AB 705 (**IV.A.5.5 SPEAC minutes 12-6-21**).

Faculty, students, classified professionals, and administrators discuss and make timely determinations on curricular issues, including new and modified course and program approvals for credit, noncredit, and distance learning courses and programs. The Educational Design Committee (EDC) and Curriculum and Instruction Council (C&I) complete regular assessments of curricular processes and include student representatives who participate in discussions and are voting members per the guidelines of AP 3255 (**IV.A.1.1 AP 3255 Participation in Local Decision Making**). Academic Senate committees make recommendations related to academic and professional matters. For example, the C&I, EDC, and the Distance Learning Committee (DLC) work together to review and forward all new and revised curricula to the Board of Trustees (**IV.A.2.8 Board of Trustees Curriculum Items; II.A.2.3 C&I, EDC, DLC Members, Purpose and Function**).

Student representatives on councils and committees also provide regular updates during Associated Students (AS) meetings and gather input from their constituents (**IV.A.5.6 Associated Students Senate Meeting Minutes 9-20-2022**). The Faculty Relations Senator of the AS attends and provides reports at all Senate meetings and reports to AS on Senate affairs (**IV.A.5.7 Example Minutes with AS Student Report**). Regular Instructional Leadership Team meetings include all academic managers (deans, associate deans, and directors). Partners from Student Services, including the Deans of Counseling and ACCESS/Wellness, are invited monthly (**IV.A.5.8 ILT Agenda or minutes**).

Analysis and Evaluation
At Mt. SAC, planning, policy, and curricular change occur annually. Policies are reviewed by PAC continuously as local, state, and national conditions require. The curriculum is developed, approved, and brought to the Board of Trustees regularly.

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

The processes for decision-making at Mt. SAC are documented in Board Policy (BP) 3255 and Administrative Procedure (AP) 3255 (**I.B.7.3 BP 3255; IV.A.1.1 AP 3255 Participation in Local Decision-Making**). Both BP and AP 3255 allow all constituency groups to participate in decision-making that aligns with their responsibility and expertise. Mt. SAC documents its decision-making in various communications distributed electronically to all campus constituencies. For example, the Board of Trustees announced and delineated the timeline for recruitment for our next College President & CEO via campus email (**IV.A.6.1 President Recruitment**). The College President regularly sends out Board Briefs that summarize action taken at the Board of Trustees meetings and Cabinet Action Notes that summarize action taken at the President's Cabinet (**IV.A.6.2 Sample Board Briefs 2023; III.D.1.5 Cabinet Action Notes 8-17-22; IV.A.6.3 Agenda Review Sample Email**). The Academic Senate communicates its meeting agendas via email to the college community and maintains a repository of agendas and minutes on BoardDocs and the college website (**IV.A.6.4 Academic Senate BoardDocs Agendas; IV.A.6.5 Academic Senate BoardDocs Minutes**). Each academic department can elect academic senators who relay information from Academic Senate meetings to their department meetings. Faculty without a department representative may choose to be represented by a Senator-at-Large. Senate maintains five Senator-at-Large positions, with one designated for part-time faculty (**IV.A.6.6 Senators-at-Large**). A verbal report is shared at monthly Classified School Employees Association (CSEA) 262 and CSEA 651 chapter meetings, including a summary of governance committees' actions and activities. CSEA 262 and CSEA 651 representatives return information to their respective departments from chapter meetings (**IV.A.6.7 CSEA 262 Minutes 5-20-22; IV.A.6.8 CSEA 651 Reporting**).

Analysis and Evaluation
The processes for decision-making at Mt. SAC and the resulting decisions are documented and communicated across the College.

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.**

Leadership roles and Mt. SAC's governance and decision-making policies, procedures, and processes are regularly evaluated through an annual review of committees. In the fall, each committee reviews its purpose, function, and membership and reflects upon the College priorities to craft annual committee goals. These goals are then reviewed in late spring to develop an end-of-year report on outcomes and accomplishments related to the established goals. The results of the committees' work are communicated in a completed outcomes report

that summarizes progress on the previous year's goals and strategic outcomes (**IV.A.7.1 ASC 2021-22 Goals and Strategic Outcomes report**). Committees also submit revised purpose and function statements each year, including current membership. Academic Senate committees submit purpose and function statements and goals through the Senate. Governance committee reports are reviewed and approved by President's Advisory Council (PAC) and reported in the President's Planning for Institutional Effectiveness report. The goals and purpose and function documents keep the work of the college committees aligned with the priorities and objectives in the Strategic Plan. Memorandums are sent to committees from the President's Office to keep this process moving throughout the year (**I.A.4.3 PAC Purpose and Function**).

Procedures for the creation and revision of Board Policies (BPs) and Administrative Procedures (APs) are established in AP 2410 (**I.B.7.4 AP 2410 Process for Revision of Board Policies and Administrative Procedures**). Additions or revisions of BPs and APs may originate from any person or group on campus. The College uses these opportunities to review and make revisions, which go through a shared governance process for review. An example of a comprehensive evaluation of governance and decision-making policies and their efficacy includes the Fall 2022 Faculty Senate Taskforce, which reviewed and made recommendations for improving and updating AP 3255 Participation in Local Decision Making. These recommendations will be widely communicated through Senate and to PAC, who will, in turn, review the recommendations and form a workgroup to revise the AP in 2023 (**IV.A.7.2 Senate Taskforce Recommendations on Shared Governance BP/AP**).

The current version of each BP and AP is posted on the website and contains the dates of revisions or the date of the most recent review if no change resulted from the review. Updates are posted on the website (**II.C.8.8 BP-AP Website**). President's Cabinet analyzes this input as the initial step in the process described in AP 2410 (**I.B.7.4 AP 2410**). PAC leads the review, coordination, and communication of policy and procedure revision. PAC agendas and minutes contain the content of the discussions and the process results. PAC members keep college constituents informed and involved. Agendas and minutes are posted on BoardDocs for easy access (**IV.A.7.3 PAC agendas/minutes webpage**). Because the BPs and APs contain the college's governance and decision-making policies, procedures, and processes, the process ensures that they are regularly evaluated to assure their integrity and effectiveness and are communicated to the College and the community. This process allows the college to discuss and debate areas needing strengthening and make appropriate changes (**IV.A.7.4 PAC minutes 3-23-2022**).

Analysis and Evaluation
At Mt. SAC, leadership roles are evaluated through an annual review of committees. Governance and decision-making policies, procedures, and processes are similarly evaluated for integrity and effectiveness.

Conclusions on Standard -

Mt. SAC intentionally and systematically creates opportunities for innovative leadership, recognizing and including the voices of faculty, staff, managers, students, the governing board, and the community to promote student success, ensure fiscal stability, sustain high academic standards, and ensure continual institutional progress. A participatory governance framework ensures that diverse voices and perspectives are included in the decision-making process. Faculty, managers, and classified staff members co-chair committees as appropriate to the committee's purpose and function. Grounded in a commitment to ensuring effective participatory governance, Mt. SAC regularly evaluates its practices and processes through a data-informed lens, modifying and adapting them to ensure continuous improvement. This provides the foundation from which campus constituents innovate, implement policies and practices, address challenges, and work collaboratively to support the diverse student population of Mt. SAC in a manner that promotes diversity, equity, inclusion, social justice, anti-racism, and accessibility.

Improvement Plan:

Mt. SAC recognizes the need to improve the systematic assessment and evaluation of governance processes. The Academic Senate established a workgroup in Fall 2022 to review BP and AP 3255 to provide an overarching evaluation and assessment of government structure and its efficacy. Workgroup recommendations will inform the revision of BP and AP 3255 to support the improvement of governance structures, reporting, and processes.

List of evidence:

IV.A.1
- I.B.7.3 BP 3255
- I.B.9.6 Shared Governance Charts
- IV.A.1.1 AP 3255
- IV.A.1.2 Mt. SAC President/CEO Open Office Hours
- IV.A.1.3 College Champions 2021
- IV.A.1.4 Presidential Student Sustainability Awards
- IV.A.1.5 BOT Academic Senate Report 10-14-20
- I.B.4.3 Academic Senate Committee Structure
- IV.A.1.6 Resolution 2020-07
- IV.A.1.7 DLC Recommendations
- IV.A.1.8 Mt. SAC Strategic Planning Priorities
- I.A.4.3 PAC Purpose and Function
- I.A.3.2 AP 3250 Institutional Planning
- I.B.4.2 Process Map of Integrated Planning
- IV.A.1.9 IEC Webpage

- I.A.2.9 PIE Committee
- I.B.9.1 Integrated Planning Calendar

IV.A.2

- I.B.7.3 BP 3255
- IV.A.1.1 AP 3255
- IV.A.2.1 BP 3565 Smoking on Campus
- IV.A.2.2 AP 3565 Smoking on Campus
- IV.A.2.3 List of Governance Committees
- IV.A.2.4 Climate Commitment Committee Purpose and Function
- IV.A.2.5 Basic Needs Committee Purpose and Function Statement
- IV.A.2.3 List of Governance Committees
- IV.A.2.6 Operational Committee list webpage
- IV.A.2.7 Board of Trustees Curriculum Items
- IV.A.2.8 Senate Committee list webpage
- IV.A.2.9 ASC Report
- IV.A.2.10 PDC report
- IV.A.2.11 PAC Minutes 5-11-22
- IV.A.2.12 Expanded PAC Presentation 4-27-22
- IV.A.2.13 Expanded Pac Minutes 4-27-22
- IV.A.2.14 AP 2410 Process for Revision of APs or BPs

IV.A.3

- IB.7.3 BP 3255
- IV.A.3.1 AP 3255 Participation in Local Decision-Making
- IV.A.3.2 Budget Committee Agenda and Minutes
- I.A.2.6 IEC Purpose and Function statement
- IV.A.3.3 Faculty Side Letter

IV.A.4

- II.A.1.6 BP/AP 4020 Program, Curriculum, and Course Development
- IV.A.4.1 Flowchart for Web CMS
- II.A.2.1 Curriculum Stages
- I.B.2.8 AP 4020 Program and Curriculum Development
- IV.A.4.2 Senate Constitution 2022 Curriculum Liaison Description
- IV.A.4.3 Placeholder C&I Revision AP 4020
- I.B.7.3 BP 3255 Participation in Local Decision-Making
- II.A.2.3 C&I, EDC, DLC Members, Purpose and Function
- I.B.2.8 AP 4020 Program and Curriculum Development

- II.A.2.2 EDC-CI-DLC Minutes AMLA 98 Approval
- IV.A.4.4 BP 4100 Graduation Requirements for Degrees and Certificates
- IV.A.4.5 AP 4100 Graduation Requirements
- I.C.1.10 Catalog Review Process Timeline
- I.A.3.6 SPEAC Purpose and Function
- I.B.4.8 Academic Senate Committee Structure
- IV.A.4.6 TIMC proposal for low-cost designation
- IV.A.4.7 Histotechnology Faculty
- IV.A.4.8 Mt. SAC Sub Change Addendum

IV.A.5

- I.B.7.3 BP 3255 Participation in Local Decision-Making
- IV.A.1.1 AP 3255 Participation in Local Decision Making
- I.A.3.4 College Committees
- IV.A.2.10 Sample Senate Agenda with Reporting Scheduled
- IV.A.5.1 2023 FA Exec Board Minutes Demonstrating Reporting
- IV.A.5.2 2023 262 CSEA Board Minutes Demonstrating Reporting
- IV.A.5.3 Management Rep to PAC Report Out to Management Steering
- IV.A.5.4 PAC Minutes Demonstrating Reporting
- IV.A.5.5 SPEAC minutes 12-6-21
- IV.A.1.1 AP 3255 Participation in Local Decision Making
- IV.A.2.8 Board of Trustees Curriculum Items
- II.A.2.3 C&I, EDC, DLC Members, Purpose and Function
- IV.A.5.6 Associated Students Senate Meeting Minutes 9-20-2022
- IV.A.5.7 Example Minutes with AS Student Report
- IV.A.5.8 ILT Agenda or Minutes

IV.A.6

- I.B.7.3 BP 3255
- IV.A.1.1 AP 3255 Participation in Local Decision-Making
- IV.A.6.1 President Recruitment
- IV.A.6.2 Sample Board Briefs 2023
- III.D.1.5 Cabinet Action Notes 8-17-22
- IV.A.6.3 Agenda Review Sample Email
- IV.A.6.4 Academic Senate BoardDocs Agendas
- IV.A.6.5 Academic Senate BoardDocs Minutes
- IV.A.6.6 Senators-at-Large
- IV.A.6.7 CSEA 262 Minutes 5-20-22
- IV.A.6.8 CSEA 651 Reporting

IV.A.7

- IV.A.7.1 ASC 2021-22 Goals and Strategic Outcomes report
- I.A.4.3 PAC Purpose and Function).
- I.B.7.4 AP 2410 Process for Revision of Board Policies and Administrative Procedures
- IV.A.7.2 Senate Taskforce Recommendations on Shared Governance BP/AP
- II.C.8.8 BP-AP Website
- I.B.7.4 AP 2410
- IV.A.7.3 PAC agendas/minutes webpage
- IV.A.7.4 PAC minutes 3-23-2022