

**IV.A.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.**

### **Evidence of Meeting the Standard**

Institutional culture supporting new ideas and diversity of thought is reflected in the Moorpark College Values of creativity, innovation, and excellence (IV.A.1.01). When social injustices reached national recognition in the Summer of 2020 amid the COVID pandemic, Moorpark College held Town Halls to discuss social and racial justice issues (IV.A.1.02). Under the leadership of President Sokenu, four Social Justice Workgroups were created around the themes generated from the Town Halls:

- 1) Culturally responsive curriculum;
- 2) Diversity in hiring;
- 3) Advocacy and leadership in racial issues; and
- 4) Culturally responsive student services and support.

Each of these Social Justice Workgroups involved participation from all constituents and had leads from each of the stakeholders, a student, an administrator (ranging from dean to vice-president), a classified professional, and a faculty. Initial work was reported out from each workgroup at the Fall 2020 convocation with students, administrators, classified, and faculty all speaking (IV.A.1.03, IV.A.1.04). Continued work was presented at a November Town Hall with participants providing input on prioritizing main ideas from each group in terms of short-term and long-term goals (IV.A.1.05).

Many outcomes have come from the Social Justice Workgroups. For example, the group related to culturally responsive student services and support initiated a revision of the college mission statement that included an increased focus on diversity, equity, inclusion, and social justice (IV.A.1.06). Drafts of the mission statement were reviewed by a number of participatory governance groups, including Academic Senate, and affirmed at the Spring 2021 strategic planning retreat (IV.A.1.07, IV.A.1.08). At the start of summer 2021, there was a “curriculum audit” professional development opportunity for faculty to learn about and develop culturally responsive curriculum (IV.A.1.09). Fall 2020 also offered advocacy training that was open to the entire campus community and attended by students, classified professionals, faculty, and administrators (IV.A.1.10). Current efforts involve integrating the work of the Social Justice Workgroups into existing governance structures.

During the last update to the Moorpark College Participatory Governance Handbook during the 2019-2020 academic year, each committee updated its charter and membership. An increased inclusivity is evidenced through the increased number of classified professionals on committees,

students receiving voting rights on many committees, and the tri-chair model for a number of committees (administrator, classified, and faculty co-leads). The Committee on Accreditation and Planning – Education (EdCAP) originally had no official classified representation but was approached by the Classified Senate President with a request to include classified representation at its February 2, 2020 meeting (IV.A.1.11, IV.A.1.12). Associated Students also asked for voting position at EdCAP instead of only an advisory role. The updated draft of the Participatory Governance Handbook included both a voting student member and two classified representatives and approved unanimously at the Mar 24, 2020 EdCAP meeting (IV.A.1.13, IV.A.1.14). A number of governance groups adopted changes to include voting student members and expanded classified representation. Final approval of the Participatory Governance Handbook includes representation from all constituent groups represented by the signatures of the College President, Associated Students President, Classified Senate President, and the Academic Senate President (IV.A.1.15).

### **Analysis and Evaluation**

Moorpark College embodies its students first philosophy by always striving to provide a better student experience. This is, in part, reflected in its college values of creativity and innovation and excellence used for continuous improvement and sets the institutional culture. New ideas are encouraged and discussed, debated, and refined usually through Moorpark’s governance and operational structures and processes. Increased inclusion and voice in governance structures that include students, classified professionals, administrators, and faculty, provides opportunities for more diverse perspectives in our discussions, always with the focus on students. Existing governance and operational structures are leveraged to facilitate discussions and implementations of new ideas as much as possible. When current techniques are insufficient, new structures are used for innovative ideas such as with the Social Justice Workgroups. Current efforts involve integrating the work of the Social Justice Workgroups into existing governance structures and involves the student, classified, faculty, and administrative leads from each group.

### **Evidence**

IV.A.1.01 MC Mission, Values and Vision (PLACEHOLDER? Just from website-->college catalog has this information...however current catalog has incorrect Mission)

IV.A.1.02 Town Hall Agenda 11-05-2020

IV.A.1.03 SJW 1 presentation Convocation 2020-08-14

IV.A.1.04 SJW 2 presentation Convocation 2020-08-14

IV.A.1.05 SJW Town Hall Survey Results

IV.A.1.06 BP 1200 Mission Statements

IV.A.1.07 Academic Senate minutes when reviewed mission statement

IV.A.1.08 Spring 2021 Strategic Planning retreat agenda

IV.A.1.09 Summer Sandbox Curriculum Audit

IV.A.1.10 MC Advocacy Workshop

IV.A.1.11 PG Handbook old EdCAP membership excerpt

IV.A.1.12 EdCAP Meeting Minutes Feb 2, 2020

IV.A.1.13 PG Handbook with updated EdCAP membership excerpt

IV.A.1.14 EdCAP Meeting Minutes Mar 24, 2020

IV.A.1.15 MC Participatory Governance Handbook (complete and signed)

#### POSSIBLE SOURCES OF EVIDENCE:

- **Diagrams of governance and decision-making lines of communication;**
- Examples of innovations or improvement ideas that have been brought forward by an individual or group, advanced through the governance/decision-making process, and implemented;
- Minutes of meetings, or progress reports, that can track the development of innovations or improvements from inception to planning to implementation;
- And/or other documents that demonstrate the institution is aligned with this Standard.

#### REVIEW CRITERIA:

- The institution has formal and informal practices and procedures that encourage individuals, no matter their role, to bring forward ideas for institutional improvement.
- The institution has established systems and participative processes for effective planning and implementation for program and institutional improvement.