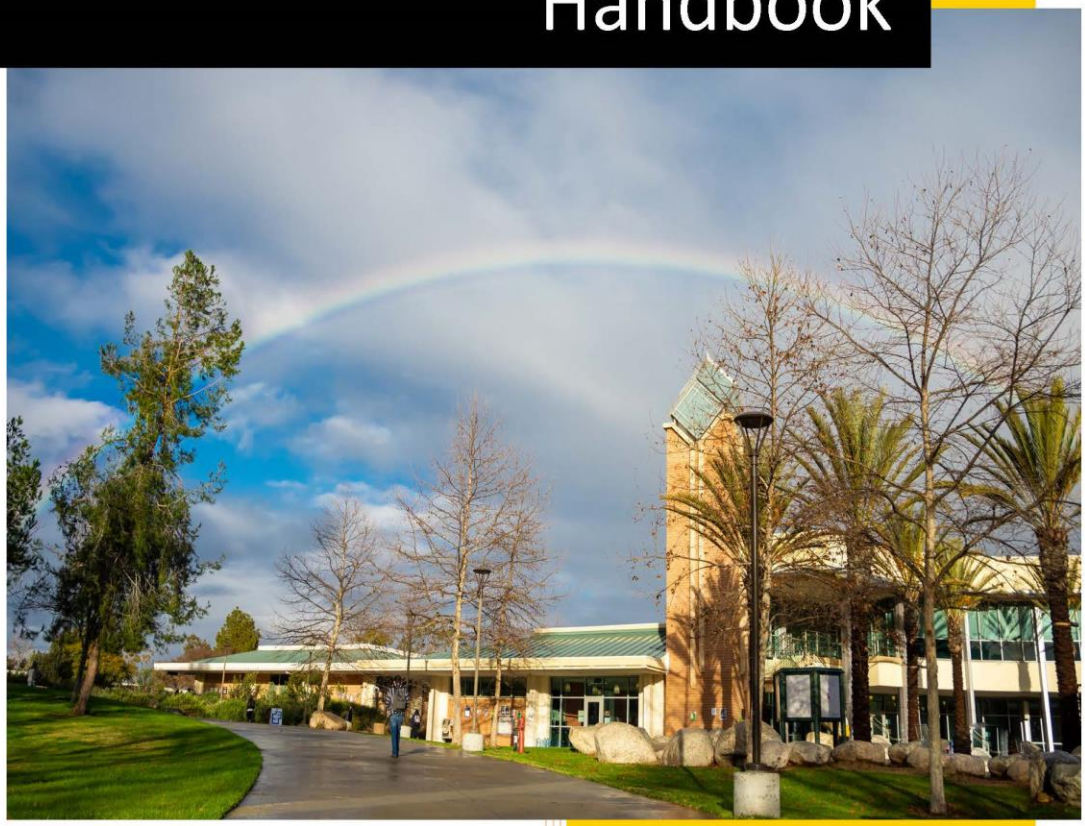
GROSSMONT COLLEGE

Governance and Decision-Making Handbook



Updated by Grossmont College 2022-2023 Participatory Governance Committees

Recommended by College Council 05/25/2023 to the College President

DRAFT Updated after Governance Retreat in August 2023

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VISION, MISSION & VALUES

Vision

Empowered through a culture of inclusivity, Grossmont College strives to maintain our student-centered philosophy while working to support the ever-changing needs of our students. Along with ensuring student success, Grossmont College continues to advance our antiracism and equity work as we venture further into the 21st century.

Mission

Grossmont College serves the diverse population of our surrounding community and beyond by creating clear and accessible pathways to degrees and jobs leading to social and economic mobility for our students. We work collaboratively to cultivate an equitable student-centered learning environment, and we hold ourselves accountable for improving student outcomes through ongoing assessment, evaluation, and data- informed decision making. Grossmont College offers associate degrees; transfer preparation, including Associate Degrees for Transfer; certificate programs; career education and workforce development.

Values

- Learning & Student Success
- Creativity & Innovation
- Pursuit of Excellence & Continuous Improvement
- Integrity
- Power of Diversity & Inclusion
- Civility
- Balance

STRATEGIC GOALS & OBJECTIVES

1 - Educational Excellence

Ensure learning and timely completion of students' educational goals.

- Increase equitable access
- Increase course success rates and close equity gaps
- Increase term and annual persistence rates
- Increase completion rates

2 - Completion Culture

Ensure excellence in educational outcomes by providing programs, resources, and services that empower students to achieve their educational goals.

- Remove barriers that interfere with completion of degrees/certificates, particularly for racially marginalized students
- Increase 3-year graduation rates and close equity gaps
- Increase career and transfer outcomes that lead to livable wages for all students

3 - Innovation & Effectiveness

Ensure student success and institutional effectiveness by embracing and adopting innovative practices and technologies.

- Implement technology needed for students to monitor their own successes/progress toward their goals

- Scale-up successful programs and services
- Examine disaggregated data using an intersectional lens

4 - Operational Excellence

Maximize student learning and success by improving organizational processes, promoting safety and wellness, and creating college-wide opportunities for professional development.

- Improve systems, processes, and resource allocation to maximize organizational effectiveness
- Strengthen college-wide collaboration and communication
- Increase opportunities for professional development and continuous learning on equitable and anti-racist best practices

5 - Community Collaboration

Collaborate with community partners to provide educational opportunities that best serve the needs of our students and our community.

- Increase community partnerships with K-12 districts and regional businesses.
- Increase experiential learning opportunities for students
- Strengthen community engagement

(Grossmont College 2022 – 2028 Goals & Objectives)

INTRODUCTION

Grossmont College strives to enhance student success, improve the student experience, and ensure equitable access and outcomes for all students. An effective participatory governance will support these outcomes and will create a trustworthy recommendation-making process that the college president can rely upon to inform decisions on a broad range of policy development, resource allocations, and plans.

This handbook is designed to clarify the role of classified professionals, faculty, students, and supervisors/administrators in participatory governance at Grossmont College. It provides guidance on the roles and responsibilities of all members of the college community, whether one is serving on a governance body* or not. It also serves as a source of institutional memory as it relates to Grossmont College's participatory governance structure, and the reasoning behind its restructure during the 2017-2018, 2018-2019, and 2022-2023 academic years.

This handbook also describes the college's participatory governance structure, including its bodies, how they relate to each other, and how recommendations flow from one body to the next. It also describes the recommendation- and decision-making process, and how members of college constituency* groups and governance bodies participate in that process.

As a foundational framework, this handbook relies on AB 1725*, the landmark California legislation that first directed participatory governance activities at community colleges statewide; accrediting standards set forth by Accrediting Commission for Community and Junior Colleges (ACCJC); California education code*; California Code of Regulations*, specifically Title 5 regulations; and policies and procedures established by the Grossmont-Cuyamaca Community College District governing board (see appendix).

History

In spring 2017, Grossmont College administrative leadership, in coordination with the Academic Senate and Classified Senate, solicited assistance from the California Community Colleges' Institutional Effectiveness Partnership Initiative (IEPI) regarding three areas of focus: participatory governance, annual unit planning, and assessment of student learning outcomes.

In fall 2017, an IEPI-appointed partnership resource team (PRT) of staff, faculty, and supervisors/administrators from community colleges throughout the state visited with various members of the Grossmont College community and recommended that the college reorganize their participatory governance structure to adhere to the standards of good practice set by the Accrediting Commission for Community and Junior Colleges (ACCJC) in 2014. Specifically, Standard IV addresses:

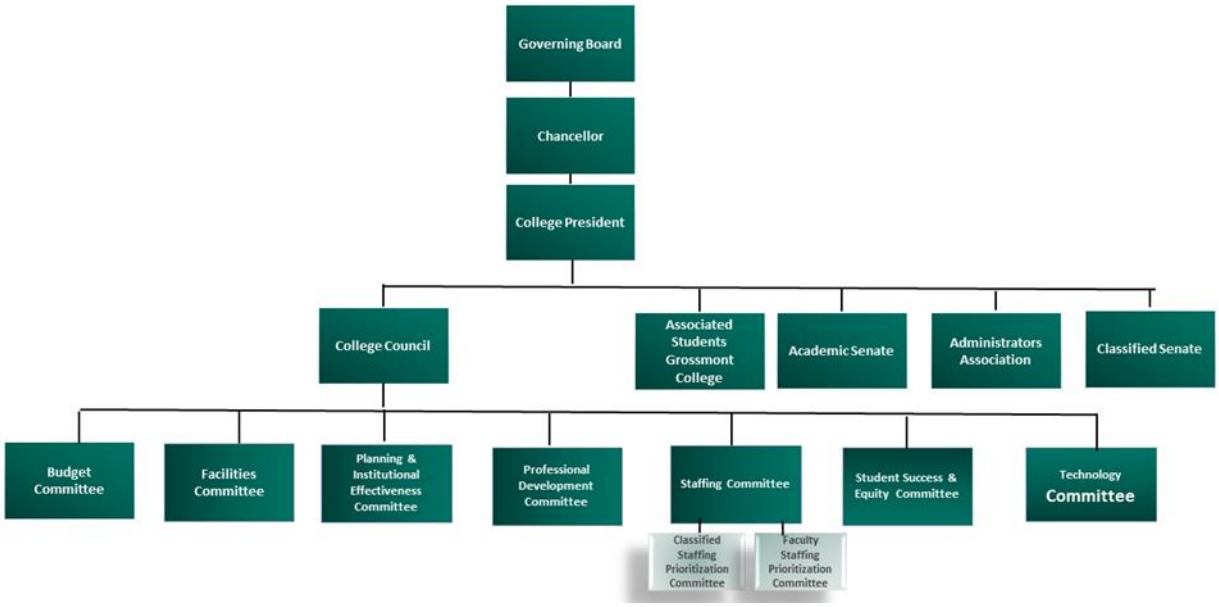
> "The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution… Through established governance structures, processes, and practices, the governing board, supervisors/administrators, faculty, staff, and students work together for the good of the institution."

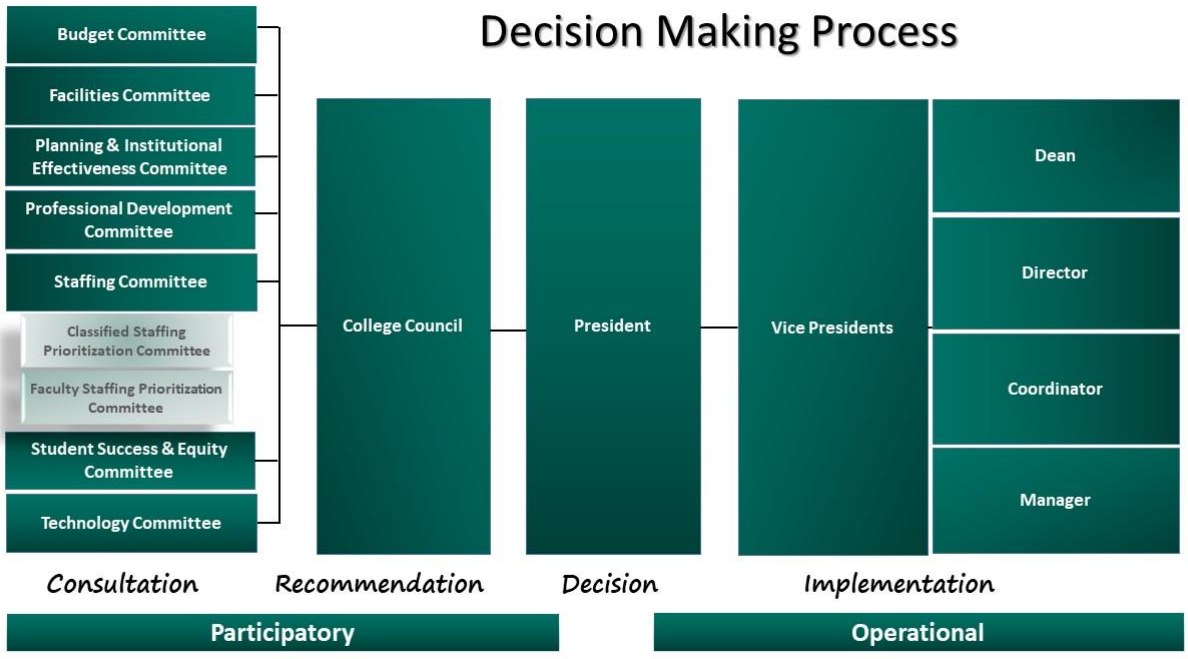
In fall 2017, it also became apparent to the Accreditation Steering Committee that the college had work to do as it related to Standard IV. A: Decision-Making Roles and Processes. At that time, the Governance Organization Steering Committee (GOSC) was formed. The GOSC group came from the Administration/Senate Officers Committee (ADSOC), and included representatives from various campus constituency* groups, including Academic Senate, Administrators' Association, Associated Students of Grossmont College, Classified Senate, and representatives from the Accreditation Steering Committee and Professional Development. Led by technical assistance providers Helen Benjamin, Ph.D., retired Chancellor of Contra Costa Community College District and Debbie DiThomas, Ed.D., retired President/Superintendent of

Barstow College, the GOSC met numerous times, including several all-day sessions, during the 2017-2018 academic year to begin the work of redesigning the college's participatory governance structure.

This handbook is the result of that work, and will be continuously updated as it, and the participatory governance structure it describes, evolves over time. It will be reviewed on an annual basis by the College Council and its standing committees*, and updated as needed, per ACCJC standards.

PARTICIPATORY GOVERNANCE STRUCTURE





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BRIEF OVERVIEW

This handbook also includes information regarding philosophy and guiding principles; rules, roles, and responsibilities; communication and documentation; and governance relationships. Lastly, there is a dedicated glossary of definitions for phrases and words frequently used in participatory governance settings.

Institutional Context

This document focuses ONLY on participatory governance and acknowledges other governance entities and decision-making processes with which participatory governance must engage separately and harmoniously:

- the Academic Senate with rights and responsibilities delineated in AB1725 and BP 2510
- the Classified Senate representing the voice of classified professionals as delineated in Ed Code 70901 (B) (1) (e) , AB1725 and BP 2510;
- the Administrator's Association representing the voice of classified and educational managers and supervisors as delineated in Ed Code 70901 (B) (1) (e) , AB1725 and BP 2510;
- the Associated Students of Grossmont College representing the voice of students as delineated in Ed Code 70901 (B) (1) (e) , AB1725 and BP 2510;
- collective bargaining laws and the negotiated agreements between the respective employee bargaining units and the Grossmont-Cuyamaca Community College District which deal with matters pertaining to hours, wages, and working conditions and are not addressed in this publication;

**Denotes glossary definition*

- administrative/operational processes which deal with the day-to-day functioning of the college within established policies and procedures and not included in participatory governance;
- operational committees that ensure effective implementation of decisions* and allocations made through participatory governance recommendations or administrative processes; and
- District policies and procedures that govern college operations.

*Denotes glossary definition

DECISION MAKING PROCESS

How Participatory Governance Works

This document outlines the structure, scope, and processes of participatory governance at Grossmont College and acknowledges that not all decisions made at the College are a part of participatory governance. Participatory and non- participatory governance decisions must coexist and work in harmony with built-in communication and information sharing as appropriate to the scope and type of decisions. All decisions at the College are subject to federal, state, and local legislation or policies. At the core of all of these decisions is a commitment to diversity, equity, inclusion, and student success.

Participatory governance centers around the process of decision-making in policy and procedure development and review, strategic priorities, budget-allocation both operational and personnel, planning documents (enrollment management, strategic plan, technology plan, etc.), and facilities. The purpose and design of the participatory process is to provide a forum for sharing with the president and executive leadership the multiple and often nuanced perspectives of the college's constituent groups so that the president and her team have the information needed to make informed decisions. In other words, the committee meetings provide an opportunity for constituent groups to weigh in on the College-wide decision-making process. Constituent groups appoint individuals to committees, and these individuals are charged with representing both the perspective(s) of their constituent group while also weighing the good of the college broadly.

Participatory Governance Topics/Issues

The following decisions are matters of participatory governance and will benefit from the collective experiences, perspectives, and expertise of all campus constituencies.

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- Establishing and reviewing College-wide, division, and committee bylaws, policies, and procedures.
- Developing and reviewing the College's strategic priorities in alignment with the College vision, mission, and values.
- Vetting and ratifying planning documents for core College committees and departments such as enrollment management, strategic planning, and information technology.
- Reviewing and recommending budget allocations in alignment with college vision, mission, values, and strategic priorities (e.g., Annual Unit Planning & Resource Prioritization: Faculty Staffing, Classified Staffing, Technology, Facilities Projects, etc.).
- Participating in planning related to long-term changes in use of campus resources, such as staffing, facilities, technology, and allocation of space (e.g., Annual Unit Planning & Resource Prioritization: Faculty Staffing, Classified Staffing, Technology, Facilities Projects, etc.).

Non-Participatory Governance Topics/Issues

- Curriculum development and review, academic policies, and other academic and professional matters (known as 10 + 1) are made through processes established in the California Education Code and Title 5 and requirements of ACCJC and other regulatory bodies.
- Decisions related to the respective employee bargaining units which deal with matters such as hours, wages, and working conditions are made in accordance with the collective bargaining agreements.
- Personnel matters, such as hiring and appointment decisions, performance appraisals, disciplinary issues, and matters concerning confidential employee information are made by those in supervisory positions in accordance with the policies established by Human Resources.
- Day-to-day administrative and operational decisions are made by individuals,

**Denotes glossary definition*

departments, and divisions in accordance with established College policies, procedures, and position-specific responsibilities.

- Decisions related to the duties and responsibilities of the Board of Trustees are made in accordance with the Board and Administrative Policies and Procedures (BPs and APs).

Guiding Questions for Campus Decision Makers

The lists above are intended to clarify what is and is not a matter of participatory governance at Grossmont College. But sometimes things are not always clear, and as we work towards establishing clear and consistent participatory governance processes, the following guiding questions may help in determining (1) if a decision should go through the participatory governance process and (2) how best to balance transparency, communication, and efficiency to promote equity, inclusion, and accountability in both participatory and non-participatory decision-making processes.

- Will this decision impact future policies, processes, or procedures at Grossmont College?
  - Decisions impacting institutional policies, processes, and procedures are usually matters of participatory governance.
- Will this decision require a change in allocation of campus resources?
  - Decisions related to allocation of campus resources are usually matters of participatory governance.
- How will this decision impact members of our campus community?
  - Decisions impacting a preponderance of college community members or multiple campus constituency groups are usually a matter of participatory governance.
- Is this decision required by law?
  - Actions legally mandated by law are ***not*** matters of participatory governance.

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PHILOSOPHY AND GUIDING PRINCIPLES

The goal of participatory governance at Grossmont College is to achieve effective and active participation by each constituency, where all participants are trained in meeting processes where collegial and civil behavior is assured. Recommendations are made by consensus*, have an equity*perspective and focus on student outcomes. By doing so, a decision* made by the president will be one that participants can trust was made in full consideration of the opinions expressed by the college's subject matter experts and constituencies.

As a state-funded institution, Grossmont College also has a duty to serve the public good and to be judicious in spending public funds. Effective and active participation by all constituencies in participatory government serves this purpose by ensuring good planning and transparency.

Effective Participatory Governance at Grossmont College will allow the college the ability to formulate strategic decisions* by the effective participation of all constituency* groups (students, classified professionals, faculty, supervisors/administrators). Governance offers a transparent process by which equity-minded and student-focused decision-making takes place by shared leadership actively seeking consensus* on the best way forward with any given issue or opportunity. Through participatory governance, the college is able to maximize operational excellence with a student-focused, equity-based process that creates a culture of participatory and broad leadership. Effective governance requires participation, dialogue, and valued outputs.

1. **Participation**: Active and effective constituency* representation in the assigned governance process will ensure Grossmont College develops and implements policies and practices that produce shared benefit to the college community. The key to successful and effective committee work is active participation by all representatives. All participatory governance meetings are open to guests and have an open comment period. To encourage consistent participation, meeting conveners* and chairs* are discouraged from rescheduling meetings, as this affects the ability of members and

*Denotes glossary definition

guests to attend, especially students and faculty. When rescheduling is necessary, attempts to maintain the same day and time are encouraged.

2. **Dialogue**: At Grossmont College, governance dialogue is the process of individuals exchanging ideas through civil discussions* designed to achieve mutual understanding. A commitment to equity*, civility, mutual respect, and collegial behavior by all participants is essential to achieving consensus*.

3. **Valued Outputs**: Governance achieves purpose when the process leads to identification of data-informed strategies, solutions, and/or recommendations that advance Grossmont College in the direction of equity-minded, student-centered goals. In this context, "value" is achieved through active participation by constituency* representatives in dialogue that produces meaningful consensus* and a way forward.

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RULES, TOOLS, AND ROLES

In order to create valued outcomes, a commitment to participation, dialogue, and the pursuit of value in the form of useful output by all is necessary. It is acknowledged that there can be power dynamics in a room. Work must be done to create the equitable and inclusive environment necessary for effective and active participation. To do so, council*/committee* members will establish behavioral norms that will foster active engagement, (outlined below), make use of meeting tools, and respect the roles of each member.

Meeting Guidelines for Active Engagement

In participatory governance, a high level of collegiality, respect, and civility is expected. Those expectations include the following:

- There is no positional rank in the room when at the committee table. Every student, classified professional, faculty, and administrator voice matters, and is respected. All participants are treated as peers, both between constituencies and within constituencies.
- Speakers will be heard one at a time and without interruption.
- Participants will allow for moments of silence for thoughtful consideration of other viewpoints. In consideration of hearing all feedback, members should be mindful of how often and how long they speak. Equity* in consensus* building means including diverse perspectives at all levels of the organization.
- Members will be actively engaged and contribute to discussions; members will challenge ideas, not people. All meeting attendees will be respectful/civil in their comments, responses, and body language.
- Members will listen to others, and seek to focus on the merits of what is being said, while making a good faith effort to understand the concerns of others. Council*/committee* members are encouraged to ask questions of clarification.

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- Each person reserves the right to disagree with any proposal and accepts responsibility for offering alternatives that accommodate individual interests and the interests of others.
- All members should be mindful of the language used in discussions*, including the use of "I" statements instead of "they" attributions to relate anecdotal evidence or experiences. Members are encouraged to use an asset-minded* approach that focuses on what works and how something can be done. This is in contrast to a deficit-minded* approach that focuses on the negative and why an initiative, idea, or project can't get done.
- All council*/committee* members will be aware of the purpose and responsibility of their committees. When issues arise in discussion* that are not supported by the committee's charge, the chair* will identify the proper council*, committee*, or constituency* group leadership for review, and forward the issue for consideration.
- Once deliberation is done and consensus* is reached, all council*/committee* members will support the group's recommendation.

Meeting Management Tools

Tools in this section address how the governance meeting should be organized, a simple process of developing and applying consensus* decision-making to meeting deliberations, the roles of chairs* and participants, and strategies for effective record-keeping and communication.

Meetings are the primary mechanism for convening governance groups. Effective meetings require well-thought-out agendas, active participation, along with a record of the meeting's topics and outcomes. Best practices for agenda design include the following:

- Careful agenda preparation in advance, using provided templates that are both easily found online and in print, and are Americans with Disabilities Act (ADA)-compliant for accessibility

*Denotes glossary definition

    - Remember, agendas are driven by committee charge
- Focus on prioritized issues
    - Items included are prioritized based on the committee charge
    - Items should also be prioritized based on time of occurrence in the academic year
- Balance between agenda items and meeting time available
    - A thoughtful balance between presentation and discussion* should be maintained
    - Remember: a one-hour meeting should have no more than two agenda items requiring active dialogue
- Discussion* content should be framed by well-designed questions
    - Providing questions for discussion can invite focused participatory input better than simply framing content by topic
- Record key findings and commitments using accessible meeting notes templates
    - Reserve time at the end of meetings to collectively summarize action/information items, and what constituency* representatives should take to their groups for discussion* and what information the committee expects back from constituency* members

Consensus* Forming and Decision* Making

Achieving meaningful consensus is essential to effective governance and leads to the formation of decisions that advance the college community toward preferred outcomes. In this context, "consensus" describes a general state of agreement rather than a "majority opinion." Clear agreements and public indications of understanding and support by committee members are critical to maintain forward progress of all governance groups. Participatory governance is driven by dialogue addressing issues of shared importance when seeking consensus. All council*/committee* members, especially the chair* or convener*, are expected to make good-will attempts to resolve each participant's concerns before asking for agreement and closing any discussion* regarding a recommendation or forward action.

**Denotes glossary definition*

At Grossmont College, consensus is reached on the council and the committees when at least three-fourths (75%) of voting members present in the meeting are in agreement. However, for College Council, consensus can only be reached when the criteria listed above is true AND there is consensus within each constituent group. If consensus is split in any constituent group, further discussion is required; the item may only move forward as a recommendation if consensus is also reached with the split constituent group(s).

Recommendations are forwarded from standing committees to College Council, and from College Council to the College President. The College President is responsible for final decisions and is expected to provide to the College Council a written response that includes their reasons regarding each decision, especially if the decision departs from the recommendation. See the detailed Recommendation Timeline of the process under College Council Responsibilities.

**Denotes glossary definition*

Participatory Governance Roles

There are several roles for those who participate in a participatory governance body*. The following list describes those roles and the expectations for each. The role of the convener of College Council as well as the co-chairs of any standing committee is important in managing the business of that participatory governance body*.

College Council Convener

The College Council Conveners is responsible for ensuring that all members are properly trained and for requesting appointment or reappointment of constituency representatives. Most importantly, the convener is responsible for ensuring all committee members have an opportunity to voice their opinions and share their ideas; the convener also cultivates a safe and welcoming environment for discussion. Specifically, the convener is responsible for:

- Leading the College Council membership in oversight of the participatory governance college committees (Budget, Facilities, Planning & Institutional Effectiveness, Professional Development, Staffing [classified & faculty], Student Success & Equity, and Technology).
- Remaining unbiased and serving as a non-voting parliamentarian responsible for: providing college council members with training and tools that enable them to make informed decisions.
- Developing the college council agenda, being mindful of the college's calendar; items should be scheduled to ensure timely discussion* and processing within the participatory governance system.
- Ensuring meeting discussions* are focused on agenda items that adhere to the council's* charge.
- Monitoring member attendance and follows up with constituency leadership regarding any chronic absenteeism.

**Denotes glossary definition*

- Responding to recommendations made by the Council on or before the next regularly scheduled Council meeting.
- Overseeing participatory governance training.

Co-Chairs

Standing committees have two co-chairs: one appointed ex-officio administrator and one selected by the constituency group from committee membership. Faculty and classified professional co-chairs will rotate on a biennial basis. To prevent one constituency group from occupying both co-chair positions, representatives from the Administrators' Association will not participate as a rotating co-chair.

The committee co-chairs are responsible for ensuring that all members are properly trained, and for requesting appointment or reappointment of constituency representatives. Most importantly, the co-chairs are responsible for ensuring all committee members have an opportunity to voice their opinions and their ideas while cultivating a safe and welcoming environment for discussion*. Co-chairs are responsible for:

- managing the business of that participatory governance body*;
- developing agendas, being mindful of the college's calendar; items should be scheduled to ensure timely discussion* and processing through the participatory governance system, especially in those instances where items must be forwarded to College Council and the district governing board for approval;
- monitoring member attendance and follow up with constituency leadership regarding any chronic absenteeism;
- ensuring meeting discussions* are focused on agenda items that adhere to the committee* charge;
- participating in chair training; and
- Effectively collaborating with their committee co-chair on the aforementioned items.

**Denotes glossary definition*

Role of the Voting Council*/Committee Member

Voting council and committee members are: Co-chairs, members representing their constituency, Academic Senate, Administrators' Association, Associated Students of Grossmont College (ASGC), and Classified Senate, and Ex Officio Members.
Participatory governance works best when all participants understand the committee's purpose and objectives, contribute their ideas, listen for understanding, and commit to equity*, civility, mutual respect, and collegial behavior.

Active participation by all committee members enables the college community to strive for governance outcomes that are inclusive, reflect all constituency perspectives, and expand the leadership capacity of Grossmont College. Participants should be consensus-seeking rather than position-taking; this requires the transparent dialogue that enables all members to listen and understand one another clearly. Committee members will come to meetings on time, prepared, having read and reviewed any materials provided in advance, and having completed any assigned tasks.

The college's participatory governance system does not specifically record votes. Recommendations are made by standing committees and the College Council through informal voting that results in consensus*. All council and committee members, whether voting or not, are able to discuss items under review, but only voting members* can participate in voting and providing a formal recommendation.

In the event that a committee member who represents a constituency is absent, the member should appoint a proxy*. In those instances, the proxy* will have the same authority to discuss and vote on issues on behalf of the member they represent. On College Council, a maximum of two proxy* members is allowed for each constituency group per meeting. It is the responsibility of the constituency group representative to inform their proxy* of agenda items, constituency group discussions*, and committee/council discussions* related to agenda items, and to notify the convener* or co-chairs* of their absence and assigned proxy*.

**Denotes glossary definition*

Role of the Constituency Member

Constituency* members representing students, classified professionals, faculty or supervisors/administrators, have an important role in the participatory governance process. By representing their entire constituency* (all faculty, all classified professionals, all students, all supervisors/administrators, excluding the executive leadership* team), the appointed members bring important viewpoints, experiences, context, and institutional memory to the meeting table.

As a constituency* group representative, they are representing the "we" of their group as opposed to themselves as an individual, their respective department or program, or their division. While there is no expectation that constituency* representatives must share a single perspective and/or vote as a unified block on any of the committees or the college council*, constituency* group representatives are appointed by their respective leadership group – Academic Senate, Administrators' Association, Associated Students of Grossmont College, and Classified Senate – to represent their entire group; these representatives are responsible for reporting back to their groups and ensuring there is two-way communication between participatory governance bodies and their constituency*.

Length of Service

There is a three-year (academic) length of service for each constituency* member after which they must be reappointed or replaced by another member from their constituency* group.

Role of the Proxy* Member

Proxy representation on committees* and the College Council is arranged by the constituency* group representative who will be absent for an upcoming meeting. While there is responsibility for the constituency* group representative to inform the proxy member of the committee's agenda, discussions*, and action items, the proxy is responsible for understanding as much as possible regarding the committee/council meeting they will attend, including proper meeting

**Denotes glossary definition*

preparation and arriving on time. On College Council, a maximum of two proxy* members is allowed for each constituency group per meeting.

Role of the Expert/Ex Officio* Member

An expert member is appointed to a committee* or council* because they have an expertise and/or official position relevant to the work of the committee*. The role of the expert member is to advise and provide counsel to the committee* so that all members may have a thorough understanding of the matter under discussion*. Expert/ex officio members are full members and have the right to vote.

Role of the Advisory Member

Similar to the expert/ex officio* member, an advisory member* is appointed to a committee* or council* because they have an expertise relevant to the work of the committee. However, they do not have the right to vote on committees or councils.

Role of the Note Taker

Each participatory governance committee* or council* should have an assigned note taker to record discussions* and conclusions, and distribute agenda and meeting minutes in a timely fashion. Note takers will most likely be the administrative assistant for the permanent administrative co-chair*. Note takers cannot serve as committee/council members or as proxy* and, if absent, the note taker and/or convener* or co-chairs* must find an appropriate substitute who is not an existing committee member.

Role of the Meeting Guest

Three types of guests may attend participatory governance committee* or council* meetings:

- guests who provide expert knowledge who have been invited to attend on behalf of the convener*, co-chairs* or a committee*/council* member;
- guests who wish to make a statement during open comment;

*Denotes glossary definition

- guests who wish to observe the open meeting; and
- Guests may be an assigned proxy who wishes to attend regularly to stay informed.

Guests do not have voting privileges and are only allowed to comment upon invitation, such as the agenda item for which they are providing expertise or during open comment. All meeting guests should be respectful, enter and exit the meeting with as little disruption as possible, and limit their comments to the agenda items under discussion*, unless they are commenting during open comment.

**Denotes glossary definition*

COMMUNICATION AND DOCUMENTATION

Effective participatory governance depends on good communication and documentation. To be effective, governance communication and documentation should:

- Enable all members of the college community to see, understand and participate in governance activities through use of accessible, American with Disabilities Act (ADA)-compliant agendas and minutes created from a college-provided template;
- Ensure a clear communication loop of constituency groups to their members;
- Focus on documentation of agreements, actions items, and relevant context for the:
    a. participatory governance body*
    b. between participatory governance bodies, e.g., College Council and standing committees or between standing committees
    c. for constituency* groups;
- Ensure standing committees move recommendations forward to the College Council. The College President will then take these recommendations for consideration and decision-making.
- Annually review and evaluate the process via the College Council; and
- Provide a feedback mechanism.

Communication and documentation are essential to the active participation of all constituency* groups. Best practices for ensuring this result are listed below:

- Establish outcome reporting protocols accessible to the community college;
- Provide agenda and meeting records in a timely manner;
- Provide timely publication of meeting records with clear action items;
- Keep meeting records that reflect key discussion* points, outputs, and action items;
- Adhere to agenda and minutes publication timelines as a matter of good practice; and

Denotes glossary definition

- Provide an accessible document repository that is Americans with Disabilities Act (ADA)-compliant.

**Denotes glossary definition*

GOVERNANCE RELATIONSHIPS

Grossmont College is led by an executive leadership* team comprised of the president, vice presidents, and senior dean of College Planning & Institutional Excellence. To create an effective recommendation- and decision-making process, the executive leadership* team seeks input and feedback from the college's constituency* groups via the participatory governance system. The college's constituency* groups include:

- students, represented by the Associated Students of Grossmont College;
- classified professionals, represented by Classified Senate;
- faculty, represented by Academic Senate; and
- Supervisors/administrators, represented by Administrators' Association.

Other representative bodies for college employees include bargaining units such as American Federation of Teachers (AFT), California School Employees Association (CSEA), and Administrators' Association. Administrators' Association is the only group on campus to represent members as a constituency* group and as a bargaining unit; it represents educational and classified supervisors and managers districtwide.

Students

Associated Students of Grossmont College (ASGC) is the student government that represents students at Grossmont College, and represents Grossmont College students at the statewide Student Senate for California Community Colleges (SSCCC). ASGC is comprised of an executive leadership* team that includes a president, vice president, vice president of finance and other positions, as well as a board of directors where each director represents 1,000 students.

ASGC makes recommendations to the college regarding academic and curricular concerns, such as those outlined in the California Code of Regulations, Title 5, Section 51023.7, commonly known as "9+1;"* these tenets have a significant effect on students and call for student input regarding:

*Denotes glossary definition

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; and
10. Any other District and college policy, procedure, or related matter that the District governing board determines will have significant effect on students. Per GCCCD BP 2510:

> ‘‘The Governing Board recognizes the Associated Students of Grossmont College and the Associated Student Government of Cuyamaca College as the official voices for students in the District. Students, through the Associated Students groups, shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.’’

Classified Professionals

Classified staff are represented as a constituency* by the Classified Senate at Grossmont College. The Classified Senate represents non-supervisor classified staff employees, including confidential employees. Throughout the district, the Classified Senates promote the interests of all Grossmont-Cuyamaca Community College District Classified Staff in accordance with AB 1725* mandates.

**Denotes glossary definition*

Per GCCCD BP 2510:

> "Administrators and staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. In the development of policies or procedures, after consultation with the administration of the colleges/District, staff may present their views and recommendations to the Governing Board. The opinions and recommendations of the Confidential Administrators, Administrator's Association, Classified Senate, California School Employees Association (CSEA), and Confidential Employees will be given every reasonable consideration."

In addition, the California School Employees Association (CSEA) is the exclusive bargaining agent for classified staff employed by the GCCCD (with the exception of classified managers & supervisors) and, as such, negotiates and represents classified staff in contractual issues. Per the district governing board, the role for CSEA in participatory governance is to select members to serve on governance committees* and councils* specific to bargaining subjects.

Faculty

As a constituency*, faculty are represented by Academic Senate; Academic Senate consults collegially with the college administration and the Governing Board (in line with AB 1725*) to rely primarily or reach mutual agreement* (as defined in BP/AP2510) on the development of policies and procedures related to academic and professional matters, also known as "10+1"*:

1. Curriculum, including established 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;

Denotes glossary definition

7. Faculty roles and involvement in the accreditation process, including the College's self-study and other annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development; and
11. Other academic and professional matters as mutually agreed upon between the Governing Board and Academic Senate.

In addition, the American Federation of Teachers (AFT) is the exclusive bargaining agent for the faculty employed by the GCCCD and, as such, negotiates and represents faculty in contractual issues. As the roles of the Academic Senate and AFT overlap on matters covered by both the "10+1" and the Collective Bargaining Agreement (CBA), the Grossmont College Academic Senate has established appointment policies which include AFT representation.

Supervisors/Administrators

The Administrators' Association has a two-fold purpose in the Grossmont-Cuyamaca Community College District: as an employee union, and representation of supervisors/administrators as a constituency* group. The Administrators' Association represents classified and educational supervisors and supervisors/administrators, but does not include confidential supervisors/administrators, the vice presidents, and the college president. Administrators' Association shall make appointments to councils*, committees*, and task forces for those groups specifying its representation from the perspective of its role as the constituency* representative.

Representatives appointed to Grossmont College governance committees will be Grossmont College employees. When the Administrators' Association President is not a Grossmont College employee, the Administrators' Association President will appoint a Grossmont College employee to any ex-officio seat the Administrators' Association President occupies.

*Denotes glossary definition

Standing committees have two co-chairs*: one appointed ex-officio administrator and one selected by the constituency group from the current committee membership. To prevent one constituency* group from occupying both co-chair* positions, representatives from the Administrators' Association will not participate as a rotating co-chair*.

**Denotes glossary definition*

STANDING COMMITTEES

Standing committees are composed of constituency representatives and are permanent parts of the internal governance process of the college. Standing committees have an ongoing purpose and meet regularly to consider matters pertaining to their designated charge and report their recommendations to the College Council.

Consensus

Consensus is reached when 75 percent of those present are in agreement. Once deliberation is done and consensus* is reached, all council*/committee* members will support the group's recommendation.

Quorum

The quorum is achieved when 50 percent plus one of voting members are in attendance.

Proxies

Each constituency may send up to two proxy attendees per meeting. Proxy attendees are given full discussion and decision-making rights.

**Denotes glossary definition*

COLLEGE COUNCIL

Purpose

The College Council is the apex governance body which provides ~~guidance and~~ recommendations to the College President regarding institutional policies, planning, and processes in support of the college mission. The College Council seeks equitable outcomes and reviews policies with an equity lens to ensure that our institutional policies do not create barriers for students. It engages all college constituency groups (students, faculty, classified professionals and supervisors/administrators) and the governance system as a whole through the maintenance of clear governance practices and policies, coordination of committee work across functions, and a commitment to continuous improvement and consensus building. The constituent-based representatives of this council serve the college by maintaining a broad, college-wide, and student- centered view of the needs of the institution - both in the weighing of the input from its committees and in bringing forward items for consideration and discussion. In all matters within its purview, it will maintain a focus on the goal of equitable outcomes for all students as a key value informing decision making.

Responsibilities

- Ensure transparent integration of annual unit planning processes and decision-making.
- Serve the needs of the governance committees by guiding, coordinating and supporting their ongoing efficacy and continuous improvement.
- Communicate ongoing conversations to the college constituencies and seek input and feedback on college-wide initiatives, plans, and procedures for effective decision-making.

**Denotes glossary definition*

- Review recommendations of the college governance committees (Budget, Facilities, Professional Development, Staffing, Student Success and Equity, and Technology) and make recommendations to the College President.
- College Council Convener will report the college president's action/decision to college council and to the recommending body no later than 14 business days from the date the recommendation was made.
- Facilitate collaboration between governance committees to ensure effective progress in pursuit of the college's mission and strategic goals.
- Convene the chairs of all governance committees once each term (for calendaring and planning in the fall and for continuous improvement feedback in the spring).
- Review and recommend institution-wide, categorical and other state-mandated plans for submission to the state.
- Ensure that college-wide plans: Facilities Master Plan and Technology Master Plan, and Staffing Plan, are evaluated and updated on a regular cycle to reflect current needs, goals and priorities.
- Regularly evaluate the effectiveness of the college's overall planning processes, including the degree to which these processes promote inclusivity, equity and integrity, and institute improvements as necessary.
- Develop written responses to accreditation standards IV.A and IV.B and assist in the collection of evidence for other relevant standards.
- Regularly monitor student equity data to inform decision-making regarding policies, procedures and planning.
- Annually evaluate the participatory governance structure and process, including standing committees and the College Council

Recommendation Timeline

- Standing Committee or College Council receives recommendation

**Denotes glossary definition*

- College Council membership confers and approves or does not approve recommendation.
    - If not approved a response with the reasoning for the decision is provided to the recommending body.
- After receiving the recommendation, the College President:
    - Consults with President's Cabinet.
    - Issues a decision.
    - Shares the decision at the next regularly scheduled Council meeting or sooner.

Member Responsibilities:

Standard committee member roles and responsibilities as outlined in the Grossmont College Governance Handbook (see page 9)

In addition, College Council members will:

- participate in college-wide planning events and training as necessary during the year;
- read all unit Program Review Summary Reports to maintain a broad and current understanding of programs' practices and needs; and
- Read materials from a variety of local, state and national entities (as forwarded by the Council Chairs) to stay current on emerging needs, priorities, policies and practices.

Membership

- College Council Convener *(non-voting):* College President
- Constituency Members:
    - Associated Students of Grossmont College (ASGC) President/designee + three representatives
    - Academic Senate President/designee + three representatives
    - Administrators' Association President/designee + three representatives

**Denotes glossary definition*

- Classified Senate President/designee + three representatives

- Ex-officio members:
  - None
- Advisory Members:
  - Vice President of Academic Affairs
  - Vice President of Student Services
  - Vice President of Administrative Services
  - Senior Dean of College Planning & Institutional Effectiveness
  - Grossmont's Public Information Officer
  - Grossmont College classified professional, Classified School Employees Association
  - (CSEA), representative
  - Grossmont College faculty, American Federation of Teachers (AFT) representative
  - Grossmont College supervisor/administrator, Administrator's Association representative

Proxies

- In the event that a committee member who represents a constituency is absent, the member should appoint a proxy*. In those instances, the proxy* will have the same authority to discuss and vote on issues on behalf of the member they represent.
- On College Council, a maximum of two proxy* members is allowed for each constituency group per meeting. It is the responsibility of the constituency group representative to inform their proxy* of agenda items, constituency group discussions*, and committee/council discussions* related to agenda items, and to notify the convener* or co-chairs* of their absence and assigned proxy*.

**Denotes glossary definition*

Consensus

If at least 75 percent of voting members reach agreement, and if there are no more than two (2) members from any one constituency who disagree, then consensus is reached.

Quorum

The quorum is achieved when 50 percent plus one of voting members are in attendance.

Meeting Schedule

Fourth Thursday, 3:00-5:00

Link to: Agendas and Minutes

ACCJC Accreditation Standards (June 2023)

4.2 “Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution’s structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.”

4.3 “The institution’s decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.”

**Denotes glossary definition*

Budget Committee

Purpose

The Budget Committee encourages transparency and constituency understanding of the budget, works to ensure that the budget allocation process is driven by college-wide planning and strategic priorities, and provides recommendations to the College Council on issues related to budget development and management. In addition, the Budget Committee provides ongoing monitoring in relation to budget changes and information at the State and District levels.

Responsibilities

- Receive information regarding ongoing state and District fiscal activities and review and discuss information on the state and District budgets as they apply to the College budget.
- Become educated about how the College's revenue and expenditure budgets are developed to provide a context in which to effectively carry out the responsibilities of the committee.
- Develop, interpret, recommend and communicate assumptions, priorities, guidelines and procedures related to budget processes and resource allocation integrating recommendations from the educational, technology and comprehensive facilities and strategic plans.
- Provide ongoing education for the college community on budget development and implementation.
- Make recommendations to the College Council.

Membership

- Co-Chairs:
    - Vice President of Administrative Services

**Denotes glossary definition*

- Classified or Faculty Constituency Members selected by the constituency group from committee membership (Rotates every two academic years)

- Constituency Members:
  - 3 members each from, Academic Senate, Administrators' Association. Associated Students of Grossmont College, Classified Senate
- Ex-officio Members
  - None
- Advisory members:
  - Vice President of Academic Affairs
  - Vice President of Student Services

Consensus

Consensus is reached when at least three-fourths (75%) of voting members present in the meeting are in agreement.

Quorum

The quorum is achieved when 50 percent plus one of voting members are in attendance.

Proxy

In the event that a committee member who represents a constituency is absent, the member should appoint a proxy*. In those instances, the proxy* will have the same authority to discuss and vote on issues on behalf of the member they represent. It is the responsibility of the constituency group representative to inform their proxy* of agenda items, constituency group discussions*, and committee discussions* related to agenda items, and to notify the co-chairs* of their absence and assigned proxy*.

Meeting Dates

Second Thursday, 3 – 4:30 p.m.

**Denotes glossary definition*

Link to: Agendas and Minutes

ACCJC Accreditation Standards (June 2023)

> 3.5 "The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets."

*Denotes glossary definition

FACILITIES COMMITTEE

Purpose

The Facilities Committee identifies, prioritizes and advocates for the facilities needs and services. It makes recommendations to the College Council for the strategic direction and implementation of facilities priorities. These recommendations address facilities policies and procedures, prioritization of facilities project requests from annual unit plans*, facility requirements for existing programs, and projected facility needs of the college for the future. The committee will ensure that its recommendations are consistent with the objectives and recommendations established in the Facilities Plan, Strategic Plan, and other supporting plans and reports (five-year capital outlay plan, use of space, scheduled maintenance, state and federal reports, etc.).

Responsibilities

- Develop/update the College Facilities Master Plan in accordance with long-term educational master planning projections; monitor the progress toward the implementation of the plan.
- Build institutional annual and long-term goals to develop and implement initiatives in accordance with the recommendation of the Facilities Master Plan, the 5-year capital outlay plan, use of space, scheduled maintenance and other state and federal reports.
- Act as a recommending body to the College Council for the construction, remodeling, and/or reassignment of existing and new facilities, including bond-funded construction.
- Study existing facilities and recommend alterations and improvements in response to the annual unit plans* and emergent needs.
- Promote energy efficiency and conservation, sustainable construction and grounds management, and best practices for physical plant management.
- Ensure that all college spaces, and the campus as a whole, are intentionally designed to welcome and engage our diverse student, employee, and broader community populations.

**Denotes glossary definition*

- Ensure that college facilities are physically accessible to all.
- Continually compile evidence related to accreditation Standard III.B, Physical Resources as well as other relevant accreditation requirements, and monitor the College's ongoing compliance with these requirements.
- Make recommendations to the College Council.

Membership

- Co-chairs:
  - Vice President Administrative Services or Director of Facilities (as appointed by the College President)
  - Classified or Faculty Constituency Members selected by constituency group from committee membership (Rotates every two academic years)
- Constituency Members:
  - 2 members each from Administrators' Association, Academic Senate, Associated Students of Grossmont College, Classified Senate.
- Ex-officio members:
  - Vice President Administrative Services or Director of Facilities (non-chairing)
  - Accessibility Resource Center Coordinator
- Advisory members:
  - Associate Dean of Athletics
  - District Sustainability Specialist
  - Vice President of Academic Affairs
  - Master Class Scheduler, Instructional Operations

Consensus

Consensus is reached when at least three-fourths (75%) of voting members present in the meeting are in agreement.

**Denotes glossary definition*

Quorum

The quorum is achieved when 50 percent plus one of voting members are in attendance.

Proxy

In the event that a committee member who represents a constituency is absent, the member should appoint a proxy*. In those instances, the proxy* will have the same authority to discuss and vote on issues on behalf of the member they represent. It is the responsibility of the constituency group representative to inform their proxy* of agenda items, constituency group discussions*, and committee discussions* related to agenda items, and to notify the co-chairs* of their absence and assigned proxy*.

Meeting Dates

First Wednesday, 9:30 – 11 a.m.

Link to: Agendas and Minutes

ACCJC Accreditation Standards (June 2023)

> 3.8 "The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports."

*Denotes glossary definition

Planning and Institutional Effectiveness Committee

Purpose

The goal of the Planning and Institutional Effectiveness Committee is to ensure a culture of continuous quality improvement and data-informed decision-making. Best practices for institutional effectiveness include improving equity and student learning and achievement by analyzing data and using results to inform practice. It uses environmental scan data as well as institutional outcomes to drive institutional responses. The committee reviews program assessment results against the college's mission, values, and strategic goals. The committee is also responsible for assuring the continuous integration of planning across the campus, regularly evaluating the college's progress to ensure institutional effectiveness.

Responsibilities

- Regularly review the progress of the six-year strategic plan to ensure that current efforts are in alignment, and regularly evaluate progress on achieving goals laid out in this plan.
- As part of the strategic planning processes initiate - and review the process for the periodic review of the mission, vision, and values.
- In conjunction with the Student Success and Equity Committee, use student access, success, and equity data and research to support the continuous improvement of programs and services of the college as a whole.
- Support program review processes and facilitate data-informed conversations about department and institutional performance to drive long-term college planning.
- Regularly review effectiveness of current integrated planning and assessment processes (program reviews processes, annual unit updates procedures, and outcomes assessment planning and reporting) and provide feedback for improvements as necessary.
- Evaluate institution-set standards and student achievement goals, including both internal and CCCCO-produced key performance indicator metrics, and other student success outcome measures.
- Analyze data for and support the development of college plans and planning activities.

**Denotes glossary definition*

- Assist the College Council in development of evaluation plans for major initiatives/projects.
- Champion data-based decision making.
- Continually compile evidence related to accreditation Standard I.A., I.B, and I.C. as well as other relevant accreditation requirements, and monitor the college's ongoing compliance with these requirements.
- Make recommendations to the College Council.
- ~~Continually compile evidence related to accreditation Standards I.A., Mission, I.B., Academic Quality, I.C. Institutional Effectiveness, as well as other relevant accreditation requirements, and monitor the college's ongoing compliance with these requirements.~~

Membership

- Co-chairs:
  - Senior Dean, College Planning and Institutional Effectiveness
  - Classified or Faculty Constituency Member selected by constituency group from committee membership (Rotates every two academic years)
- Constituency Members:
  - 2 Members each from, Academic Senate, Administrators' Association Associated Students of Grossmont College, Classified Senate.
- Ex-officio members:
  - Dean, Student Success and Equity Student Learning Outcomes coordinator Data liaison(s)
- Advisory members:
  - Vice President of Academic Affairs
  - Vice President of Student Services
  - Vice President of Administrative Services
  - Grossmont Planning & Research Analyst (campus based)
  - District Research &Planning Supervisor
  - Academic Program Review, Co-chair
  - Student Services Program Review, Chair
  - Institutional Effectiveness Program Specialist(s)

**Denotes glossary definition*

- Faculty Accreditation Co-chair
- Curriculum Committee Chair or Representative

Consensus

Consensus is reached when at least three-fourths (75%) of voting members present in the meeting are in agreement.

Quorum

The quorum is achieved when 50 percent plus one of voting members are in attendance.

Proxy

In the event that a committee member who represents a constituency is absent, the member should appoint a proxy*. In those instances, the proxy* will have the same authority to discuss and vote on issues on behalf of the member they represent. It is the responsibility of the constituency group representative to inform their proxy* of agenda items, constituency group discussions*, and committee discussions* related to agenda items, and to notify the co-chairs* of their absence and assigned proxy*.

Meeting Dates:

Third Friday, 11 a.m. – 12:30 p.m.

Link to: Agendas and Minutes

ACCJC Accreditation Standards (June 2023)

1.2 "The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes."
1.3 "The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation."
1.4 "The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services."
1.5 "The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement."

**Denotes glossary definition*

2.9 “The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.”

**Denotes glossary definition*

Professional Development Committee

Purpose

The Professional Development Committee advances and evaluates student centered and equity minded approaches of professional development programs that encourages and enhances student support, institutional growth, and learning for administrative, classified, and faculty employees. The committee utilizes student feedback, strategic goals, annual unit plans, program review, and our commitment to an anti-racist campus to inform and maintain our continuous improvement for student success and professional and community growth.

Responsibilities

- Establish professional development goals and activities to ensure employees are empowered to meet the diverse needs of our student and employee population.
- Cultivates an environment that values innovation and promotes collaboration between all stakeholders to enhance student success.
- Foster a campus climate that improves employee personal and professional growth as lifelong learners.
- Regularly review data, evaluations, feedback, and surveys to understand trends and challenges that identify essential training.
- Develops and coordinate a comprehensive annual plan of training opportunities for administrative, classified, and faculty employees based on the college mission, vision, strategic goals, and accreditation recommendations.
- Collaborate with the other college committees, district professional development, and the Human Resources Advisory Council (HRAC) Classified Professional Development Advisory Committee (currently deactivated), and Faculty Professional Development Committee to create opportunities for college wide alignment efforts and review and review professional development request
- Make recommendations to the College Council.

**Denotes glossary definition*

Membership

- Co-chairs:
  - Dean, Student Success and Equity
  - Classified or Faculty Constituency Members selected by constituency group from committee membership (rotates every two academic years)
- Constituency Members:
  - 2 Members each from Classified Senate, Academic Senate, Associated Students, Administrators' Association
- Ex-officio members:
  - Professional Development Faculty Coordinator
  - Director, College and Community Relations
  - Professional Development Program Specialist
  - Classified Professional Development Advisory Committee Chair
- Advisory members:
  - Vice President of Academic Affairs
  - Vice President of Student Services
  - Vice President of Administrative Services

Consensus

Consensus is reached when at least three-fourths (75%) of voting members present in the meeting are in agreement.

Quorum

The quorum is achieved when 50 percent plus one of voting members are in attendance.

Proxy

In the event that a committee member who represents a constituency is absent, the member should appoint a proxy*. In those instances, the proxy* will have the same authority to discuss and vote on issues on behalf of the member they represent. It is the responsibility of the constituency group representative to inform their proxy* of agenda items, constituency group discussions*, and committee discussions* related to agenda items, and to notify the co-chairs* of their absence and assigned proxy*.

**Denotes glossary definition*

Meeting Dates

Third Wednesdays, 2 – 3:30 p.m.

Link to: Agendas and Minutes

ACCJC Accreditation Standards (June 2023)

> 3.2 “The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.”

*Denotes glossary definition

Staffing Committee

Purpose

The Staffing Committee is responsible for drafting Grossmont College's Staffing Plan based on Strategic Plan goals, and for monitoring the implementation of Staffing Plan to promote employment equity and diversity consistent with Grossmont College's mission, vision and values. The Grossmont College's Staffing Committee reviews and endorses staffing prioritization rubrics and recommendation lists developed by Faculty Prioritization and Classified prioritization Committees.

Responsibilities

- Establish Grossmont College Staffing goals based on strategic goals, accreditation recommendations, Faculty Obligation Number (FON), staff equity and diversity goals, retirements, resignations, and enrollment projections.
- Create a long-term staffing plan and evaluate the college's progress made towards achieving the goals of the staffing plan.
- Request and evaluate EEO data from the District to better inform the staffing plan.
- Continually compile evidence related to accreditation Standard III.A., as well as other
    - Relevant accreditation requirements, and monitor the college's ongoing compliance with these requirements.
- Collect available relevant information (such as Faculty Obligation Number [FON], tentative budget) to include for presentation at College Council Collaborate with the Faculty Staffing Prioritization Committee (FSPC) and the Classified Staffing Prioritization Committee (CSPC)to review and endorse rubrics for use in prioritization of staffing requests from annual unit plans*,.
- Receive the staffing prioritization recommendations lists from the Faculty and classified Staffing Prioritization Committees (FSPC & CSPC) to review and endorse.
- Annually evaluate the staffing prioritization rubrics and their application period.

**Denotes glossary definition*

- After prioritization recommendation lists are reviewed by the Staffing Committee, FSPC and CSPC make staffing recommendations to the College Council.
- Prioritization recommendation lists generated by FSPC and CSPC will move forward to College Council with or without Staffing Committee endorsement.

Membership

- Co-chairs:
  - Vice President (Rotates annually to a VP who is not serving as the Convener of the College Council)
  - Classified or Faculty Constituency Member selected by constituency group from committee membership (Rotates every two academic years)
- Constituency Members:
  - 3 members each from Classified Senate, Academic Senate, Associated Students, Administrators' Association
- Ex-officio members:
  - Vice President of Academic Affairs
  - Vice President of Administrative Services
  - Vice President of Student Services
  - Faculty Staffing Co-chair
  - Classified Staffing Co-chair
- Advisory members*:*
  - Senior Dean of College Planning & Institutional Effectiveness
  - Dean of Student Success & Equity

Consensus

Consensus is reached when at least three-fourths (75%) of voting members present in the meeting are in agreement.

Quorum

The quorum is achieved when 50 percent plus one of voting members are in attendance.

Proxy

In the event that a committee member who represents a constituency is absent, the member should appoint a proxy*. In those instances, the proxy* will have the same authority to discuss and vote on issues

**Denotes glossary definition*

on behalf of the member they represent. It is the responsibility of the constituency group representative to inform their proxy* of agenda items, constituency group discussions*, and committee discussions* related to agenda items, and to notify the co-chairs* of their absence and assigned proxy*.

Meeting Dates

TBD

Link to: Agendas and Minutes

ACCJC Accreditation Standards (June 2023)

> 3.1 "The institution employs qualified faculty, staff, administrators and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment."

*Denotes glossary definition

Classified Staffing Prioritization Committee

Purpose

This committee is responsible for the annual prioritization of classified staffing requests made by departments through the annual unit planning process. In prioritizing these requests the committee contributes to the College's institutional capacity in pursuit of its mission, vision and goals.

Responsibilities

- Maintain currency in knowledge and understanding of key, related institutional documents, such as the Strategic Plan and the Integrated Plan Goals.
- Collaborate with the Staffing Committee, on an annual basis, to design/revise a rubric for the evaluation of staffing requests.
- Utilize the rubric to evaluate and prioritize faculty staffing requests from the annual unit plan*.
- Present the prioritized list, along with a rationale, to the Staffing Committee for the purpose of establishing understand and clarity.
- Collaborate with the Staffing Committee to evaluate the efficacy of the process and suggest any needed revisions to the process.

Membership

- Co-chairs:
  - Vice President Academic Affairs or Vice President Student Services
  - Classified co-chair selected by constituency group from committee membership
- Constituency Members:
  - 3 members from Administrators' Association
  - members from Academic Senate
  - Two members from Classified Senate
- Ex-officio members:
  - Vice President Student Services Vice President Academic Affairs
  - Vice President Administrative Services
- Advisory members:

**Denotes glossary definition*

- None

Consensus

Consensus is reached when at least three-fourths (75%) of voting members present in the meeting are in agreement.

Quorum

The quorum is achieved when 50 percent plus one of voting members are in attendance.

Proxy

In the event that a committee member who represents a constituency is absent, the member should appoint a proxy*. In those instances, the proxy* will have the same authority to discuss and vote on issues on behalf of the member they represent. It is the responsibility of the constituency group representative to inform their proxy* of agenda items, constituency group discussions*, and committee discussions* related to agenda items, and to notify the co-chairs* of their absence and assigned proxy*.

Meeting Dates

TBD - as needed

**Denotes glossary definition*

Faculty Staffing Prioritization Committee

Purpose

This committee is responsible for the annual prioritization of faculty staffing requests made by departments through the annual unit planning process. In prioritizing these requests the committee contributes to the College's institutional capacity in pursuit of its mission, vision, and goals.

Responsibilities

- Maintain currency in knowledge and understanding of key, related institutional documents, such as the Strategic Plan and the Integrated Plan Goals.
- Collaborate with the Staffing Committee, on an annual basis, to design/revise a rubric for the evaluation of staffing requests.
- Utilize the rubric to evaluate and prioritize faculty staffing requests from the annual unit plan*.
- Present the prioritized list, along with a rationale, to the Staffing Committee for the purpose of establishing understand and clarity.
- Collaborate with the Staffing Committee to evaluate the efficacy of the process and suggest any needed revisions to the process.

Membership

- Co-chairs:
  - Vice President Academic Affairs
  - Faculty selected by constituency group from committee membership
- Constituency Members:
  - 2 members from Administrators' Association
  - 6 members from Academic Senate
- Ex-officio members:
  - Vice President Student Services
- Advisory members:
  - None

**Denotes glossary definition*

Consensus

Consensus is reached when at least three-fourths (75%) of voting members present in the meeting are in agreement.

Quorum

The quorum is achieved when 50 percent plus one of voting members are in attendance.

Proxy

In the event that a committee member who represents a constituency is absent, the member should appoint a proxy*. In those instances, the proxy* will have the same authority to discuss and vote on issues on behalf of the member they represent. It is the responsibility of the constituency group representative to inform their proxy* of agenda items, constituency group discussions*, and committee discussions* related to agenda items, and to notify the co-chairs* of their absence and assigned proxy*.

Meeting Dates

TBD - as needed

**Denotes glossary definition*

Student Success and Equity Committee

Purpose

The primary purpose of the Success and Equity Committee is to support and lead innovative campus initiatives that strengthen student access and success in an environment that fosters equity, diversity, and inclusion. The Committee makes recommendations to the College Council regarding student success and equity initiatives, programs and plans.

Through the integrated efforts of academic and student services, the Student Success and Equity Committee engages in data analysis and dialogue to provide a platform for collaboration and communication which focus on equity-minded student success, a culture of inclusivity, global consciousness, and a respect for diversity across all student success and equity efforts and throughout the College.

The Student Success and Equity Committee also serves in a coordinating and advisory role with administrators who implement the work of approved plans.

Responsibilities

- Advocate for the development, implementation, and evaluation of policies and procedures to facilitate the success of our targeted student populations.
- Use the RP Group's Student Support (Re) defined "Six Success Factors That Support Student Achievement" (i.e., directed, Focused, nurtured, engaged, connected, and valued) as a frame for all planning, professional development, and activities around equity.
- Advise in the development and collaboration of the various college plans, grants, and initiatives that address student access, success, and equity efforts.
- Develop, implement, and evaluate the Grossmont College Student Equity Plan to ensure that its budget, activities, and recommendations are in compliance with State goals, policies, and procedures.
- In conjunction with the Planning and Institutional Effectiveness Committee, use student access, success, and equity data and research to support the continuous improvement of programs and services of the college as a whole.

**Denotes glossary definition*

- Ensure the active involvement of all constituency groups on campus in the development of the equity plan.
- Provide a venue to dialogue and integrate student access success and equity efforts college wide.
- To help enhance the College's ability to be student-ready, identify disproportionately impacted and vulnerable student populations, and inform and support professional development and cultural competency preparation.
- Advise college shared governance groups on issues pertaining to student equity.
- Make recommendations to the College Council.
- Continually compile evidence related to accreditation Standard III.B, Physical Resources, and Standard III.C., Technology Resources, as well as other relevant accreditation requirements, and monitor the college's ongoing compliance with these requirements.

Membership

- Co-chairs:
  - Dean, Student Success & Equity
  - Classified or Faculty Constituency Member selected by constituency group from committee membership (Rotates every two academic years)
- Constituency Members:
  - Academic Senate President/designee + 2
  - Administrators' Association President/designee + 2
  - Associated Students of Grossmont College President/designee + 2
  - Classified Senate President/designee + 2
- Ex-officio Members:
- Associate Dean Student Services
- Academic Transition Support Coordinator
  - Chair of Counseling
  - Vice President of Academic Affairs Vice President of Student Services
- Advisory members:
  - Sr. Dean, College Planning & Institutional Effectiveness

**Denotes glossary definition*

- Dean Admissions & Records and Financial Aid Director,
- Dean Career/Technical Education (CTE) and Workforce Development
- District Research and Planning Analyst (campus-based)
- 1st Year Services Coordinator and /or Counselor
- Umoja Coordinator, Puente Coordinator, A2Mend Coordinator, Foster Youth, Justice Scholars, EOPS Associate Dean, CARE, ARC Director CalWORKS

Consensus

Consensus is reached when at least three-fourths (75%) of voting members present in the meeting are in agreement.

Quorum

The quorum is achieved when 50 percent plus one of voting members are in attendance.

Proxy

In the event that a committee member who represents a constituency is absent, the member should appoint a proxy*. In those instances, the proxy* will have the same authority to discuss and vote on issues on behalf of the member they represent. It is the responsibility of the constituency group representative to inform their proxy* of agenda items, constituency group discussions*, and committee discussions* related to agenda items, and to notify the co-chairs* of their absence and assigned proxy*.

Meeting Dates:

First Thursday, 2 – 3:30 p.m.

Link to: Agendas and Minutes

ACCJC Accreditation Standards (June 2023)

1.2 "The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes."
1.3 "The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation."

*Denotes glossary definition

2.9 “The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.”

**Denotes glossary definition*

Technology Committee

Purpose

The Technology Committee identifies, prioritizes and advocates for the College's technology needs and services. It makes recommendations to the College Council for the strategic direction and implementation of technology priorities. These recommendations address technology policies and procedures, prioritization of technology requests from annual unit plans*, infrastructure requirements for existing programs, and projected needs of the college for the future. The committee will ensure that its recommendations are consistent with the objectives established in the Technology Plan, Strategic Plan, and other supporting plans (Student Equity Plan, Facilities, etc.).

In addition, the Technology Committee maintains currency in relation to technology changes and information from industry, the District and the State Chancellor's Office.

Responsibilities

- Develop, update, and monitor the progress of the College Technology Plan as needed with specific objectives for action and improvement, and recommend and communicate related policies, guidelines, and procedures.
- Consider total cost of ownership, including renewal costs and maintenance, of college technology recommendations
- Prioritize technology requests from the annual unit plans* (annual updates to the program review).
- Monitor the progress toward the implementation of the College's Technology Master Plan.
- Ensure ongoing attention to equitable educational access and outcomes, and removal of barriers for historically underserved populations and students with disabilities in technology planning and the technology prioritization process.
- Supports and assists the college in its mission with regard to technology decisions to meet current and future needs to areas, such as:
    - microcomputer platforms, operating systems, software and peripherals
    - infrastructure and facility to ensure acquisition interface

**Denotes glossary definition*

- schedule for replacement/refurbishment/reallocation of equipment
- security, staffing and maintenance needs
- provide guidelines for the development of computer assisted instruction

- Work with the Professional Development Committee to recommend relevant technology training for college employees.
- Continually compile evidence related to accreditation Standard III.C (Technology Resources), as well as other relevant accreditation requirements, and monitor the college's ongoing compliance with these requirements.
- Make recommendations to the College Council.

Membership

- Co-chairs:
  - Dean, Learning & Technology Resources
  - Classified or Faculty Constituency Members selected by constituency group from committee membership (Rotates every two academic years)
- Constituency Members:
  - 2 members each from Classified Senate, Academic Senate, Associated Students, Administrators' Association.
- Ex-officio members:
  - Director of Instructional Technology
  - Online Education Coordinator
  - Dean of Admissions and Records and Financial Aid
  - Instructional Media Tech Support
  - Accessibility Resource Center (A.R.C.) designee
- Advisory members:
  - Vice President of Academic Affairs
  - Vice President of Administrative Services
  - Vice President of Student Services
  - Others as appointed by Co-chairs

**Denotes glossary definition*

Consensus

Consensus is reached when at least three-fourths (75%) of voting members present in the meeting are in agreement.

Quorum

The quorum is achieved when 50 percent plus one of voting members are in attendance.

Proxy

In the event that a committee member who represents a constituency is absent, the member should appoint a proxy*. In those instances, the proxy* will have the same authority to discuss and vote on issues on behalf of the member they represent. It is the responsibility of the constituency group representative to inform their proxy* of agenda items, constituency group discussions*, and committee discussions* related to agenda items, and to notify the co-chairs* of their absence and assigned proxy*.

Meeting Dates

Fourth Monday, 11 a.m. - 12:30 p.m.

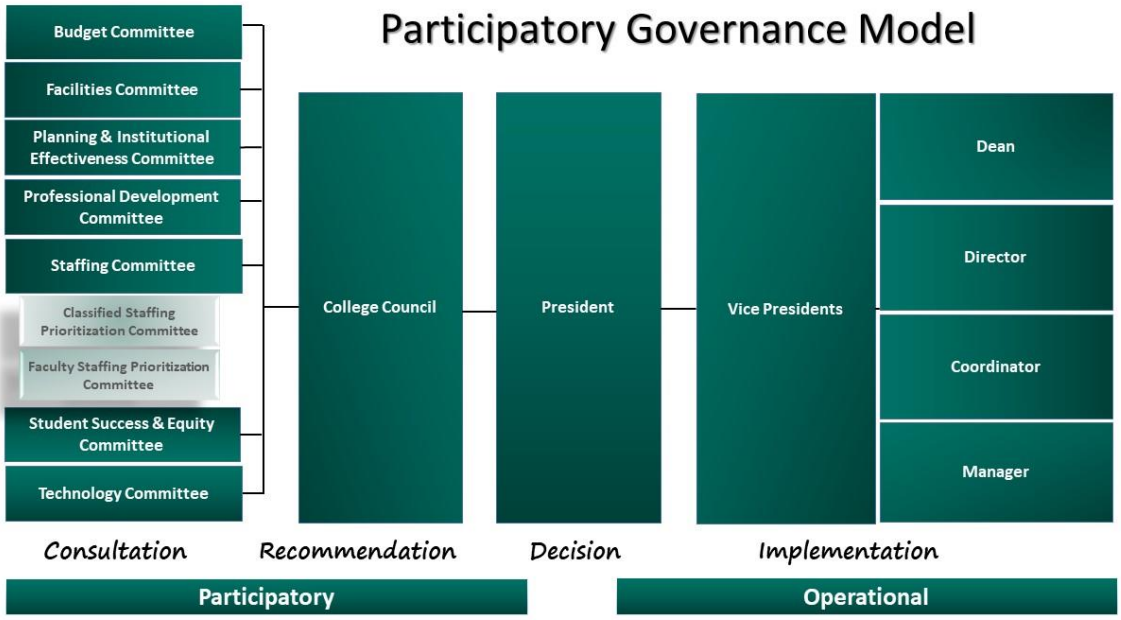
Link to: Agendas and Minutes

ACCJC Accreditation Standards (June 2023)

> 3.9 "The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security."

*Denotes glossary definition

OPERATIONAL COMMITTEES



Operational entities are not constituency based; rather, they include the personnel to accomplish their operational tasks and conduct regular business. They make decisions on specific, functional issues, based on established local, state, and federal regulations, protocols, or procedures, or they may be established for other standing or temporary purposes.

Operational committees also implement the decisions made as part of the participatory governance process.

Operational committee membership is based on appointment related to expertise and position, and does not represent constituency groups though their membership may reflect a wide variety of constituencies. Operational bodies are led by a chair, co-chairs or tri-chairs, depending on preference, interest in the issue, or subject matter expertise.

Operational committees can also be heavy in consultation with various campus departments or types of personnel, such as department chairs, to better complete the work of the committee.

*Denotes glossary definition

Student Representation

Membership on operational bodies is largely assigned by position, department or division, except when it comes to student representation as outlined by California Code of Regulations, Title, Section 51023.7, more commonly known as "9+1," or by GCCCD board policy. The 9+1 policies include:

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

While student participation is regulated, it's also important to include students in decisions that will directly affect them. Program and policy decisions are enhanced when considering student development.

Types of Operational Bodies

There are several different types of operational committees or bodies; they are called together based on the needs of the college.

Council

Councils are primarily bodies that represent functional areas and provide counsel to their respective vice president or dean.

Committee

Committees have a specific purpose within a defined scope of responsibility.

**Denotes glossary definition*

Steering Committee

Steering committees are charged with overseeing and directing large-scale initiatives and may oversee other committees.

Advisory Committee

Advisory committees serve to provide consultative and technical assistance to program/department staff.

Ad Hoc/Task Force

Ad hoc and task forces are generally groups with very task-oriented goals and are considered a working group that includes membership from across the college. They typically exist for a limited amount of time.

Work Group

Work groups are more constrained in assignment scope and in membership, oftentimes with membership confined to one department, initiative or program. They typically exist for a limited amount of time.

**Denotes glossary definition*

Operational Committees

Below are current operational bodies by division:

Academic Affairs

- Academic Affairs Council
- Academic Division Councils (Allied Health and Nursing; Arts, Language and Communications; Career Technical Education and Workforce Development; English and Social/Behavioral Sciences; Learning and Technology Resources; Math, National Sciences, Exercise Science and Wellness)
- Career/Technical Education (CTE) Advisory Committees
- Enrollment Strategies Committee

Administrative Services

- Administrative Services Council Administrative Services Program Review Bookstore Committee
- Emergency Preparedness Committee
- Food Services Advisory Committee

Student Services

- Student Services Council
- Admissions and Records Committee
- International Programs Committee
- Financial Aid Appeals Committee
- Scholarships Committee
- Basic Needs Task Force
- Disciplinary Hearing Committee
- Formal Student Grievance Hearing Council
- Guided Pathways Convening Taskforce
- Student Services Program Review

**Denotes glossary definition*

- Veterans Services Task Force
- World Arts & Culture Committee
- Student Success and Support Program (SSSP) Committee
- Cooperative Agencies Resources for Education (CARE) Advisory Committee CalWORKs Advisory Committee
- Extended Opportunity Programs and Services (EOPS) Advisory Committee

College-wide/President's Office

- Accreditation Steering Committee
- Annual Unit Plan Task Force
- College Recognition Committee
- Leadership Council
- Marketing Committee
- Anti-racism Taskforce
- Administrative Leadership Roundtable
- Committees of the Academic Senate
- Committees of Classified Senate

District Committees with GC representation

- DEC District Executive Council
- District Strategic Planning and Budget Council
- District Wide Public Safety and Emergency Preparedness Council
- Human Resources Advisory Council
- Student and Institutional Success Council
- Academic Calendar Committee
- Technology Planning and Policy Council
- Technology Operations Group
- Budget Allocation Taskforce

**Denotes glossary definition*

APPENDICES

**Denotes glossary definition*

GLOSSARY

9+1: California Code of Regulations, Title 5, Section 51023.7, commonly known as "9+1," states that students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students (see p. 16)

10+1: created by Assembly Bill (AB) 1725; used in reference to either rely primarily or reach mutual agreement on the development of policies and procedures related to academic and professional matters, also known as "10+1" (see p. 17)

AB 1725: Assembly Bill 1725, landmark 1988 legislation authored by the late John Vasconcellos, which created academic faculty purview of "academic and professional" matters, also known as "10+1"

Administrative procedure (AP): a statement of the process to be used when implementing a corresponding Board Policy (BP). The Chancellor approves and issues Administrative Procedures. (See Definition in GCCCD governing board document).

Annual Unit Plan (AUP): the annual process by which college programs and departments advocate for resources, including budget, staffing, technology, etc.

Asset-minded: an asset-based perspective that views diversity in thought, culture, and traits as positive assets. Students, classified professionals and faculty are all valued for their unique perspectives and what they bring to a space; no group or individual will be characterized by any perceived lack.

AP/BP 2510: the GCCCD governing board has an administrative procedure and board policy that pertains to "Participation in Local Decision-Making" (see AP 2510 and BP 2510).

Advisory member: similar to the expert/ex officio member, an advisory member is appointed to a committee or council because they have an expertise relevant to the work of the

*Denotes glossary definition

committee; however, they do not have the right to vote on committees or councils. Advisory members are not required to attend every meeting.

Bargaining unit: GCCCD faculty, classified professionals, and administrators/managers are represented by their unions that include American Federation of Teachers (AFT), Classified School Employees Association (CSEA), and Administrators' Association, respectively.

Board policy (BP): a written statement that embodies the interest and philosophy of the Governing Board and exists to provide parameters of governance concerning a particular area or issue of the District; a majority of the Board members must approve a Board Policy (see Definition in GCCCD governing board document).

California Education Code (CEC): the collection of all the laws directly related to California K-12 schools and community colleges.

California Code Regulation (CCR): the codification of the general and permanent rules and regulations (sometimes called administrative law) announced in the California Regulatory Notice Register by California state agencies.

Chair: the appointed administrative chair manages the business of their participatory governance body, or a standing committee.

Co-chair: the elected co-chair is selected by the committee itself from the current membership; the elected co-chair rotates on a biennial basis between faculty and classified constituency representatives and serves alongside the appointed administrative chair (see p. 12).

Committee: the majority of the participatory governance structure is composed of committees; each committee is composed of constituency representatives, ex-officios, and advisory members; these committees are permanent parts of the internal governance process of the college.

*Denotes glossary definition

Consensus: describes a general state of agreement rather than a "majority opinion" (see p. 10). Once deliberation is done and consensus is reached, all council/committee members will support the group's recommendation.

Constituency group: campus groups representing students, classified professionals, faculty, and supervisors/administrators, including Associated Students of Grossmont College, Classified Senate, Academic Senate, and Administrators' Association, respectively (see p. 13).

College Council Convener: manages the business of the College Council and leads the college council membership in the oversite of the standing committees. The council is Grossmont College's apex participatory governance body. The College Council Convener is a non-voting member and leads in a non-biased manner. (p. 11).

College Council: the apex participatory governance body.

Decision: the participatory governance structure makes recommendations to the college president who ultimately makes all final decisions.

Deficit-minded: deficit-based perspectives often focus on needs such as missing resources and what students, administrators, faculty, or classified professionals lack. This can perpetuate negative stereotypes (reference *asset-minded).*

Discussion: when seeking consensus within participatory governance bodies, discussion refers to dialogue addressing the issues of shared importance.

Equity: equity is not about equal treatment of all students. Rather, it is about equal outcomes for all which are achieved by individualizing the instruction and support for each individual student. Equity is about ensuring our students have the tools necessary to succeed, especially when measured according to differences such as race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, language, and family background. Building equity in education shifts the focus of responsibility for academic achievement from the students to the classified professionals, administrators, and teachers who all contribute to our students'

**Denotes glossary definition*

education. Students have to do their part, but the professionals on campus need to treat our students equitably, in and out of the classroom, so all students can succeed.

Executive leadership: this group includes the sr. dean of CPIE, the vice presidents, and the president of the college.

Governance body: any council or committee in the participatory governance structure.

Ex officio: literally "by virtue of their office," refers to a committee member who is appointed to a committee or council because they have an expertise and/or official position relevant to the work of the committee; they have full rights and can vote.

Non-voting member: *see advisory member*

Operational body: operational entities, such as committees, taskforces, councils, etc., are not constituency based; rather, they include the personnel to accomplish their operational tasks and conduct regular business.

Participatory governance: this is the structure by which the college's subject matter experts and constituency group representatives make recommendations to the college president via its apex governance body, i.e., the College Council).

Proxy: an appointed constituency group representative who serves in the role of an absent constituency group representative (see p. 14).

Quorum: the required number of the council/committee membership required to conduct the governance body's work (see the Quorum subsection of each governance body).

Senate: generally refers to the constituency group bodies, and sometimes more specifically the Academic Senate or Classified Senate; there is also a Student Senate for California Community Colleges (see p. 15 – 17).

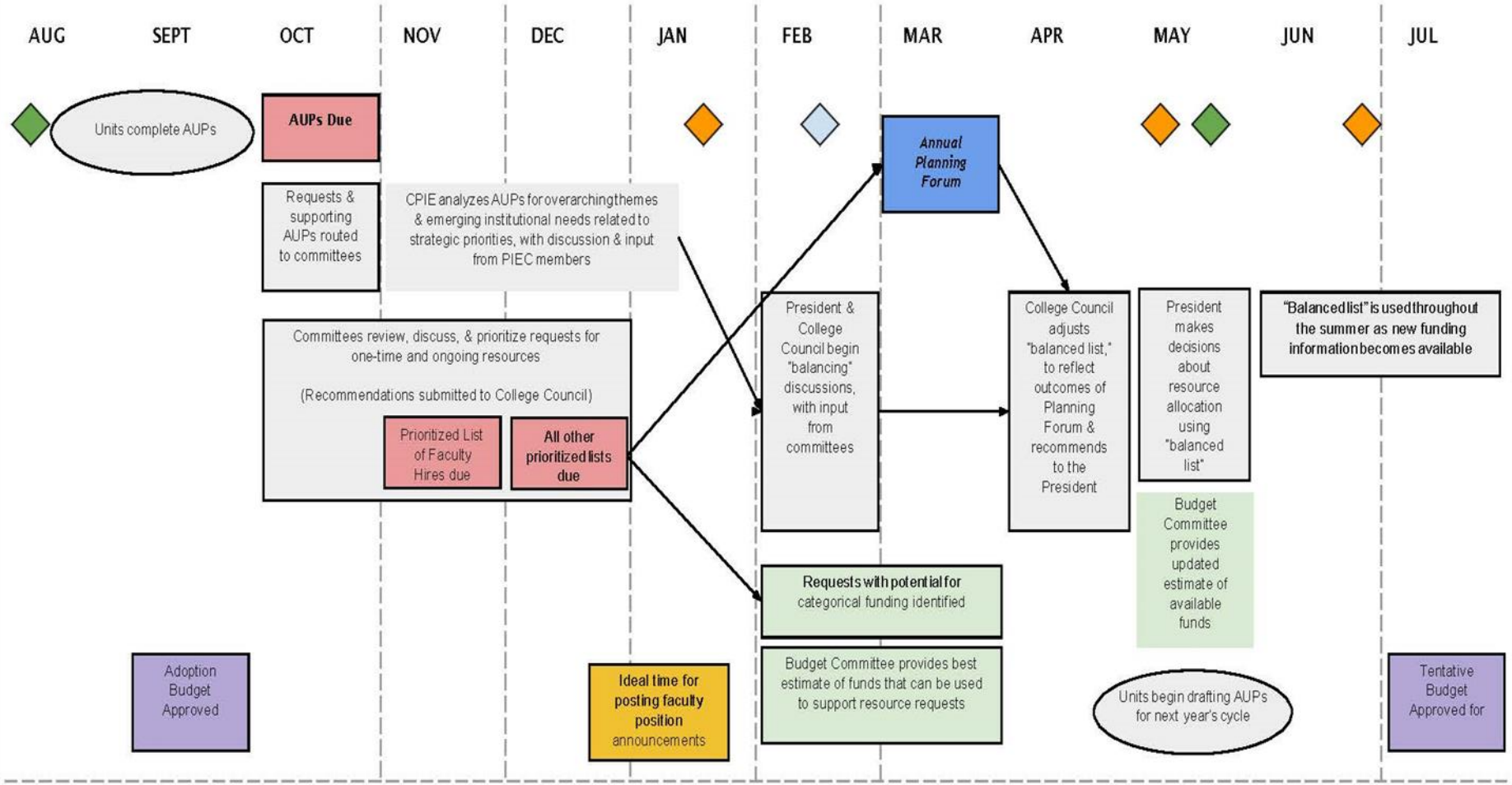
**Denotes glossary definition*

Voting member: the college's participatory governance system does not specifically record votes; however, recommendations are made by standing committees and the College Council through informal voting that results in consensus (see p. 13)

**Denotes glossary definition*

A note regarding this diagram:

The first draft of this diagram was created by a small workgroup from the Planning & Institutional Effectiveness Committee (PIEC) to represent the ideal timing of the Annual Unit Planning process and flow of information from units through the new governance and decision-making system. The diagram has been discussed with college constituencies, prioritization committees, and operational groups involved in planning and/or request prioritization. The original PIEC diagram has been adjusted to reflect the suggestions and insights from those groups, and it now reflects the collective work and learning of the college. As the AUP process is evaluated, we will learn more about how it can be improved and we will update the diagram as a result. The Annual Unit Planning process is facilitated by the Office of College Planning & Institutional Effectiveness.



OVERVIEW OF AUP PROCESS

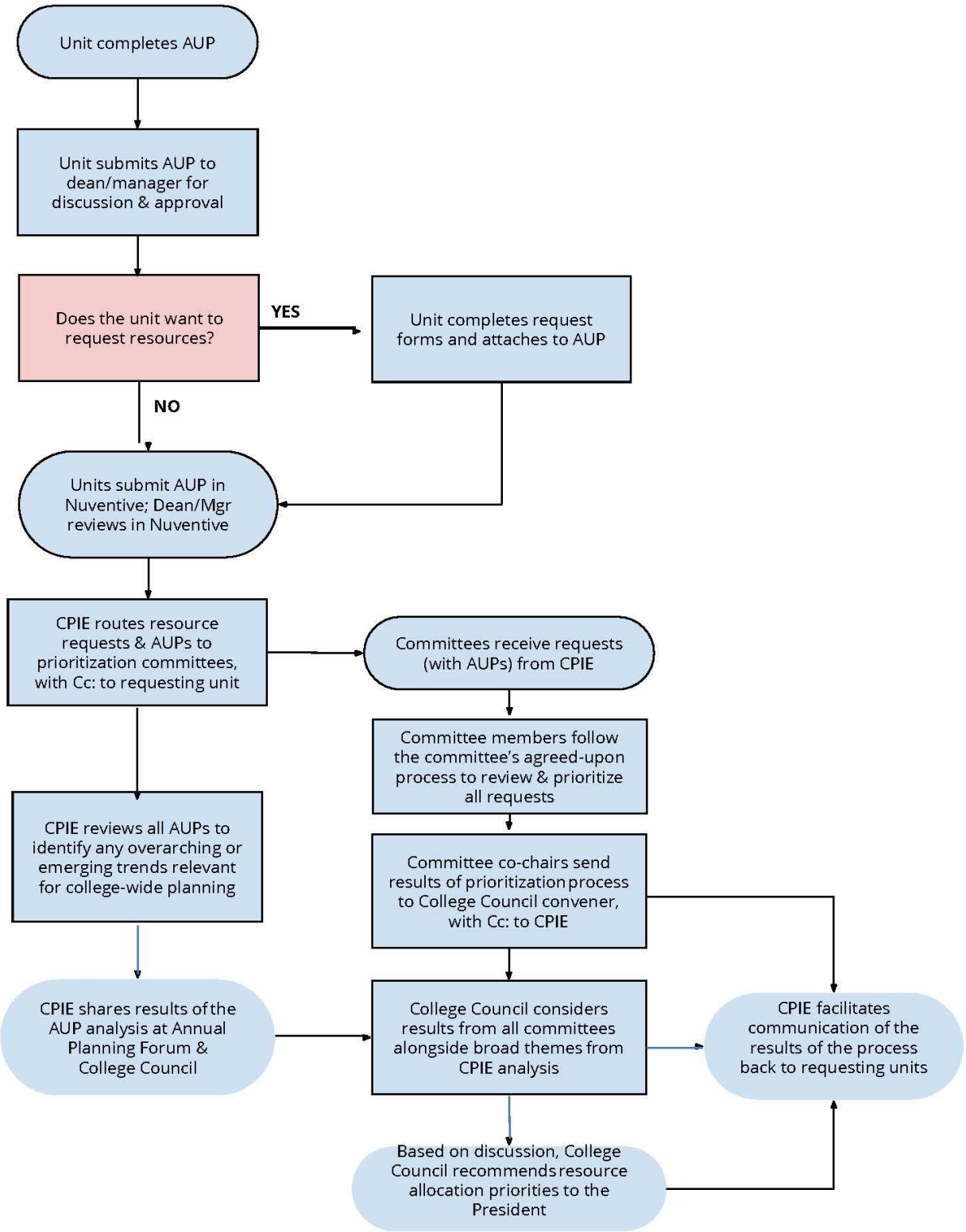
= Budget information from the State

= Revenue information from the CCCCO

= Allocation information from the District

Grossmont College's Annual Unit Plan Process

Annual Unit Planning (AUP) - Information Flow



Relevant GCCCD Administrative Procedure 3225

AP 3225 Institutional Effectiveness and Planning

Reference: ***Education Code Sections 78210 et seq. and 84754.6; Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55510, 56270 et seq., ACCJC Accreditation Standards I.B.5-9, III.B.4, III.C.2, III.D.2, IV.B.3, and IV.D.5***

Date Issued: October 20, 2015 Updated: July 20, 2021

The Grossmont-Cuyamaca Community College District and colleges shall ensure that district and college committee structures are in place to facilitate ongoing, collegial, self-reflective dialog in the spirit of continuous improvement of student learning and achievement as well as institutional structures and processes.

The Governing Board will inform the general institutional mission and goals for the comprehensive plans through a variety of means, including, but not limited to, the District Chancellor's evaluation process, Governing Board Strategic Priorities for the District, annual Governing Board evaluation and planning workshops, and joint Governing Board/DSP&BC workshops.

Institutional Effectiveness
Each college in the District shall develop, adopt, and publicly post goals that address the following: (1) student access; (2) student performance and outcomes; (3) student equity; and (4) other goals as required by state and federal guidelines.

These goals should be aspirational and quantifiable, address equity gaps for historically marginalized and excluded populations, including Black, LatinX, and Indigenous students, and align the educational attainment of California's adult population to the workforce and economic needs of the state.

The Grossmont-Cuyamaca Community College District Office (District) and Colleges , through established committees with representation from faculty, administration, classified professionals, and students, will review and recommend planning decisions related to educational, human, physical, technology, and financial resources through a broad-based, comprehensive, systematic, and integrated planning process.

District and college planning will result in specific goals, objectives, and strategies which have measurable outcomes and specific accountability. The planning process will use institutional effectiveness data and research, program reviews, and individual unit plans to inform decision-making and resource allocation processes. In addition, the District will establish and publish goals and performance information related to fiscal stability.

District Strategic Planning
- The planning process will be guided by adopted vision, mission, and core values statements.
- The District shall maintain a strategic planning committee that is advisory to the Chancellor. The committee is responsible for the development and implementation of a district strategic plan. The plan shall be informed by an environmental scan conducted periodically to align with the beginning of the

planning cycle. College data on institutional effectiveness and college strategic directions will inform District strategic planning.
- In developing the plan, the committee ensures that the plan is aligned with the college planning cycles and Governing Board annual goals. The committee ensures the plan is vetted through college governance structures and is widely disseminated. The committee submits the plan to the Chancellor for submission to the Governing Board.

College Strategic Planning
- The planning process will be guided by adopted vision, mission, and core values statements.
- To ensure implementation and ongoing assessment of college planning processes, each college maintains a planning/institutional effectiveness committee that guides the planning process to ensure it is broad-based, provides opportunities for input by appropriate constituencies, and leads to improvement of institutional effectiveness, equity, and ultimately student learning and achievement.
- College plans are documented on college planning and institutional effectiveness websites. The college planning/institutional effectiveness committees maintain websites that document committee processes and procedures.
- Membership of the college planning/institutional effectiveness committees includes administration, faculty, classified professionals, and students.
- College planning/institutional effectiveness committees facilitate the development of college strategic plans. College strategic plans follow an established planning cycle and include goals and action steps informed and measured by key performance indicators and other student success and equity research.
- Strategic planning cycles are aligned between the two colleges and the District, such that the college and district strategic plans are developed concurrently.
- College plans are vetted with appropriate college constituencies and are approved by the College Council and College President.
- Committees conduct a review of college plans on an annual basis and reports on progress are disseminated to the broader college community.
- Action plans will be reviewed and revised on a regular and systematic basis and approved by the individual planning/institutional effectiveness committees or councils for each college.

Facilities Planning
- The District updates Facilities Master Plans for District Services and each College approximately every 6 years. Facilities Master Plans are developed with input from key constituents and are informed by current and anticipated, based on research and institutional effectiveness data, equity considerations, and instructional needs as identified in the strategic planning process.
- College qualitative and quantitative data on institutional effectiveness and college strategic directions will inform district-wide facilities planning.
- Facilities staff meet with President's Cabinet members at each College on a regular basis to review critical facilities issues and needs.

Technology Planning
- The District Information Technology (IT) Department is a centralized service department providing information technology support, training, policies, and procedures related to technology, strategies for effective implementation and

*Denotes glossary definition

utilization of information technology, and assisting the colleges with local technology initiatives, projects, and planning for future technologies.
- The IT Department collaborates with the colleges to develop college and district-wide technology plans that reflect the roles and responsibilities of each college and the IT Department. IT Department representatives participate in college discussions of operational issues and project plans for the implementation of technology in support of teaching and learning, district-wide communications, research, and other operational systems.
- District-wide technology planning shall be informed by college technology planning and priorities and institutional effectiveness data and college strategic goals.
- The District updates the Technology Plan for District Services and each College approximately every 6 years.

Student Equity Planning
- The Chancellor and College Presidents ensure that the colleges comply with California Community College Board of Governors' regulations related to Student Equity Policy, which is intended to ensure that students from historically marginalized and excluded groups in higher education have an equal opportunity for access, success, transfer, and career outcomes.
- Each college has a Student Equity Plan developed in collaboration with representatives from faculty, staff, administration, and students. The Student Equity Plan includes research/data, goals, activities, implementation timelines, and evaluation measures.
- In alignment with the California Community Colleges mission, the plan shall be centered on racial equity and social justice and align with the college and district mission, vision, and values.
- The Student Equity Plan shall be reviewed and updated under the guidance of each college's appropriate participatory governance body.
- Student Equity Plans will be updated every three years.

Categorical Program Planning
- The Chancellor and College Presidents ensure that college program staff develop, implement, and monitor plans for categorical programs, such as EOPS, DSPS, and CalWORKs, according to the processes and requirements established by the California Community Colleges Chancellor's Office.

Equal Employment Opportunity Planning
- The Human Resources Department ensures that every Screening Committee has been trained in equal employment opportunity, non-discrimination in employment, implicit bias, and inclusiveness when considering candidates for positions.
- The Human Resources Department tracks all hiring for equal employment opportunity, evaluates the diversity of newly hired employees, and reports its findings to administration.

**Denotes glossary definition*

GROSSMONT COLLEGE

College Council Recommendation Form

Return Recommendation Form to the recorder Bernadette.Black@gcccd.edu.

College Council meets every fourth Thursday of the month from 3:00 to 5:00 p.m.

Please submit this form by the second Thursday of each month to allow review time and to add to the agenda. Please allow a two-month window for all requests for discussion and further action.

Recommendation Guidelines: This form should be submitted, along with relevant supporting materials, to Bernadette Black upon the completion of committee work - for consideration at the College Council. The proposal will be agendized and information regarding the day and time of the scheduled discussion will be made available to the chair of the submitting body. This form documents both the request and the action taken by the council and may be considered as a formal record of the process.

Contact Information:

Committee Making the Request:

Title of Request:

Date of Request:

Required by Date if Any & Why:

(Ex. Grant Proposal Deadline Date)

Chair / Co-Chair Contact name:

Phone/Extension:

Email Address:

Summary of Recommendation/Request: Briefly describe the nature of the request that will be presented and discussed in the meeting. You may also attach and refer to relevant documents which contain more detail - such as a prioritized list, a plan, or a report.

Value to College: As the College Council is a recommending body to the College President, please note the proposed outcome/recommendation you will be seeking from the Council. Please note and explain any specific relationship of this work to the **Grossmont Mission**, **Strategic Plan Goals**, the **Equity Plan**, and/or ther formally noted priorities or mandates.

Committee(s) Consulted & Their Response(s): If this proposal includes any work done in collaboration with another committee - or was consulted with other bodies before coming to College Council, please note those bodies and the nature of their involvement in the process.

Estimated cost if known or applicable:

Source of Funding:

FOR COLLEGE COUNCIL TO COMPLETE:

College Council Recommendation:

- ○ Approved
- ○ Not Approved
- ○ Refer to:

College Council Feedback (Rationale for approval/non-approval or purpose of referral)