



GROSSMONT COLLEGE

Institutional Effectiveness Council (IEC)

AGENDA

Friday, 12 October 2018
 11:00 a.m. – 12:30 p.m.
 ASGC Board Room (60-207)

Attendees

- | | |
|--|--|
| <input type="checkbox"/> Bonnie Ripley, IEC Co-chair
<input type="checkbox"/> Michael Reese, Interim VP Academic Affairs, IEC Co-chair
<input type="checkbox"/> Aaron Starck, Dean Admissions, Records & Financial Aid
<input type="checkbox"/> Bill McGreevy, Interim VP Administrative Services
<input type="checkbox"/> Christopher Tarman, Associate Vice Chancellor RPIE
<input type="checkbox"/> Cindy Emerson, Classified Senate
<input type="checkbox"/> Denise Schulmeyer, ISLO Coordinator
<input type="checkbox"/> Gerardette Nutt, Program Specialist Cal WORKS
<input type="checkbox"/> Joan Ahrens, SLO Coordinator
<input type="checkbox"/> Judd Curran, Chair of Chairs
<input type="checkbox"/> Lida Rafia, Dean Student Success and Equity | <input type="checkbox"/> Marsha Gable, VP Student Services
<input type="checkbox"/> Martha Clavelle, Dean Counseling Services
<input type="checkbox"/> Micah Jendian, Professional Development
<input type="checkbox"/> Michael Copenhaver, Director Financial Aid
<input type="checkbox"/> Monica Blando, Classified Senate President
<input type="checkbox"/> Nabil Abu-Ghazaleh, President
<input type="checkbox"/> Sam Ballard, Research Supervisor
<input type="checkbox"/> Shawn Hicks, Basic Skills Coordinator
<input type="checkbox"/> Stacy Teeters, Research and Planning Analyst
<input type="checkbox"/> Tate Hurvitz, Academic Senate President |
|--|--|

1. Welcome and Introductions	Bonnie Ripley
2. Review last meeting's Notes/Action Items	Bonnie Ripley
3. Additions to Agenda/Announcements	Bonnie Ripley
4. Accreditation/ISER Progress Update	Mike Reese
5. Review KPI and set standards [20 minutes]	Chris Tarman/Stacy Teeters/Bonnie Ripley
6. Student Learning Outcomes update	Joan Ahrens/Denise Schulmeyer
7. SS&E update	Lida Rafia
8. Guided Pathways update	Marsha Gable
9. Governance Re-org update a. Review Purpose & Composition Planning and Institutional Effectiveness Committee (PIEC) [20 minutes]	Marsha Gable Tate Hurvitz/Steve Davis
10. Annual Unit Plan Templates/Process	Mike Reese
11. Work Ahead: <ul style="list-style-type: none"> • College plan for SLO Symposium, January 25th at Santa Ana College (reg. by Jan 14; \$75.) • College plan for Partners in Excellence (ACCJC) April 30-May 3 Burlingame • Reports for Reassigned Time and Faculty Counts • Educational Master Plan • Transfer student success data 	

Next Meeting: **Friday, 16 November, 11:00 am – 12:30 pm, ASGC Board Room (60-207)**

Draft Proposal for Faculty Liaison Program Specialist Position

(Outcomes Assessment)

This is a formal proposal to hire a Technology Faculty Liaison whose primary role will be to support the day-to-day operations of the IEPI grant as it relates to learning outcomes assessment and integrated planning. Efficient use of technology is needed to design, implement, and evaluate the integration of outcomes assessment into the college's integrated annual unit plan processes. The Technology Faculty Liaison will maintain the online assessment management system (e.g., Trac Dat) and will assist faculty by uploading assessment results into the system as a means to contribute to institutional effectiveness and to better engage faculty in the outcomes assessment cycle processes.

This position supports the following college strategic goals and/or initiatives:



I. Strategic Plan Goal

Institutional Capacity: The ability of the institution to **effectively use** its human, physical, **technology**, and financial resources to achieve its mission and **to improve academic quality and institutional effectiveness**.

II. College Mission (Proposed Fall 2018 Draft):

Grossmont College provides an **exemplary higher education learning environment** through **comprehensive and innovative instructional programs** and student support services.

III. ACCJC Standards

Eligibility Requirement 19: The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. **The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning**. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

IV. IEPI Menu of Options for the Innovation and Effectiveness Plan

Area of Focus: **Better integrating learning outcomes assessments into integrated planning**. Suggested action needed to succeed in this area is to **increase confidence in SLO implementation**.

Budget Proposal for Technology Faculty Liaison for Grossmont College

GCCCD Auxiliary

Under the direction of the Dean of College Planning and Institutional Effectiveness, the Technology Faculty Liaison Program Specialist will help implement the College's IEPI Innovation and Effectiveness Plan. The Specialist will maintain the Trac Dat accountability management system and provide technical support, training, and resources to faculty, staff, and administrators to support learning outcomes assessment activities and other institutional effectiveness processes, such as the design and implementation of integrating outcomes assessment into the college's annual unit planning processes (see attached GCCCD Auxiliary job description for a program specialist).

Budget for One Regular Semester

Hours Per Week	Number of Weeks	Hourly Rate	Estimated Cost per Semester
Part-time or 20 hrs. per week	18 weeks	\$25 per hour* *(rate provided by GCCCD Auxiliary)	\$9,000.00

This request is for three semesters (minimum): Fall 2018, Spring 2019 (including 4 week intersession), and Summer 2019 (8 weeks). Given that we are in Week 4 of the Fall 2018 semester, we may likely not hire before Week 10. With this in mind, the fall hours are based on the final 8 weeks of the semester. This proposal is requesting a total of 38 weeks.

Budget for Total Project

Duration = 38 Weeks

Number of Weeks	Hours per Week	Hourly Rate	Estimated Cost of Project
Fall 2018 = 8 weeks; Spring 2019 Intersession = 4 weeks; Spring 2019 regular 18 week semester; Summer 2019 8 weeks. Total Weeks = 38	20 hours (part-time)	\$25 per hour* *(rate provided by GCCCD Auxiliary)	\$19,000.00

Submitted by: Joan Ahrens, SLO Coordinator
September 12, 2018



GROSSMONT-CUYAMACA

COMMUNITY COLLEGE DISTRICT AUXILIARY ORGANIZATION

A 501 (c)(3) Charitable Organization in
Support of Academic Excellence

PROGRAM SPECIALIST GCCCD Auxiliary

POSITION PURPOSE

The Program Specialist will perform a variety of complex and specialized duties in order to support the day-to-day operations of the assigned grant. The Program Specialist will be employed by the Grossmont-Cuyamaca Community College District Auxiliary Organization (GCCCD Auxiliary), a non-profit 501(c)(3) organization which focuses on managing programs that benefit Grossmont College, Cuyamaca College, the Grossmont-Cuyamaca Community College District, and other college and community programs. The Auxiliary is contracted by GCCCD to provide support to specific grant-funded programs.

ESSENTIAL DUTIES & RESPONSIBILITIES

- Assist the Coordinator with management of the day-to-day activities of assigned grant to assure efficient and effective operations.
- Perform a variety of duties independently in support of assigned grant
- Compile and summarize data for reporting purposes, projects and budgets as required.
- Assist with grant renewals and new applications.
- Facilitate grant-related communication, including maintaining contact lists, distributing information via email, uploading content to the website, uploading data, planning conference calls, supporting stakeholders in communicating with the group, and maintaining an archive of meeting materials and project communications.
- Schedule committee meetings, prepare meeting materials, coordinate meeting rooms, catering and audio/visual and meeting materials.
- Complete reports and data collection for assigned grant.
- Oversee the website, maintain current information, and upload relevant content.
- Support outreach efforts of the grant.
- Maintain grant-related correspondence.
- Perform other duties as assigned.

KNOWLEDGE, SKILLS AND ABILITIES

- Excellent written, verbal and interpersonal communication skills
- Familiarity with community college systems
- Strong computer skills for communication, scheduling, tracking and reporting
- Ability to manage multiple competing priorities and good organizational skills
- Ability to work as a positive team member
- Ability to work collaboratively and independently with committee members, consultants, and contract monitors

DESIRED QUALIFICATIONS FOR EDUCATION AND EXPERIENCE:

Any combination equivalent to: an Associate's Degree and three years of experience supporting a grant funded program or a Bachelor's Degree with one year of support on a grant funded program. Advanced skills in Microsoft Office. Experience working with programs related to CTE, Healthcare, Foster care, and Adult Education is a plus.

WORKING CONDITIONS

ENVIRONMENT: A dynamic office environment with frequent interruptions.

PHYSICAL ABILITIES: Hearing and speaking to exchange information in person or on the telephone; seeing to read and verify data; dexterity of hands and fingers to operate office equipment; sitting or standing for extended periods of time; travel to various locations for meeting or events.

COMPENSATION

This is a full-time position with benefits. The starting salary is expected to be approximately \$45,204 (CL 34). The duration of this grant-funded position is expected to be 12-24 months.

APPLICATION PROCESS

This position is expected to open within the next three months and will remain open until filled.

To apply, email your resume and cover letter in a single e-mail to: Auxiliary.Jobs@gcccd.edu. In the cover letter please highlight your qualifications for this position by including any grant-related experience you may have, certifications you've obtained, or foreign language(s) spoken.

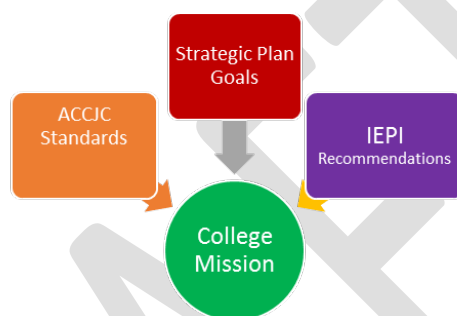
You may obtain the job opening notice at <http://www.gcccd.edu/auxiliary/auxiliary-employment/job-opportunities.html>.

Draft Proposal for Upgrading Nuventive's Trac Dat

Assessment Management System

This is a formal proposal to upgrade the college's assessment management system in order to support the day-to-day operations of the IEPI grant as it relates to learning outcomes assessment and integrated planning. Efficient use of technology is needed to design, implement, and evaluate the integration of outcomes assessment into the college's integrated annual unit plan processes. The proposal requests Nuventive's Improve Analytics software that will, for example, enable users to obtain aggregate data needed for college planning and continuous improvement. In addition to the analytic software, this proposal includes pricing for Nuventive Managed Services, which can provide much needed technical support for maintenance and improvement of Trac Dat to fulfill the college's annual planning needs.

This position supports the following college strategic goals and/or initiatives:



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IV. IEPI Menu of Options

Area of Focus: **Better integrating learning outcomes assessments into integrated planning.** Suggested action needed to succeed in this area is to **increase confidence in SLO implementation.**

Total Amount Requested for this Proposal = \$31,000 (see attached quote from Nuventive).

Submitted by Joan Ahrens, SLO coordinator



9800B McKnight Road, Suite 255
 Pittsburgh, PA 15237
 Phone: +1 412 847-0280 877 366 8700
 Fax: +1 412 847-0285
 Website: www.nuventive.com

Quotation

Quotation Date: 5/2/2018
Quotation Good Through: 6/30/2018
Terms: Net 30

Account Rep: Frank Marshall fmarshall@nuventive.com 804-448-0897

Bill TO:

Institution: Grossmont Cuyamaca Community College District
Address: 8800 Grossmont College Drive

City: El Cajon
State: CA
ZIP: 92020

Contact: Chris Tarman
Title: Assoc. Vice Chancellor Research Planning and Technology
Phone: 619-644-7737
Email: christopher.tarman@gccod.edu
Contact:
Title:
Phone:
Email:

Qty	Description	List Price	Discount	Price	Total
1	Improve Analytics software 3 year contract-year 1 for Grossmont College	\$ 10,000.00	\$ 2,000.00	\$ 8,000.00	\$ 8,000.00
1	Improve Analytics software 3 year contract-year 1 for Cuyamaca College	\$ 10,000.00	\$ 2,000.00	\$ 8,000.00	\$ 8,000.00
1	Nuventive Managed Services 3 year contract - year 1 for Grossmont College	\$ 9,500.00	\$ 1,900.00	\$ 7,600.00	\$ 7,600.00
1	Nuventive Managed Services 3 year contract - year 1 for Cuyamaca College	\$ 9,500.00	\$ 1,900.00	\$ 7,600.00	\$ 7,600.00
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -

TOTAL \$ 31,200.00

Additional Terms and Conditions

Travel and expenses related to the on-site delivery of professional services and/or training will be billed at actual expenses incurred.

Thank you for the opportunity to serve you

Grossmont College

Governance and Decision-Making Handbook

A Guide to the Recommendation- and Decision-Making Process

Prepared by Governance Organization Steering Committee
10-1-2018

Contents

INTRODUCTION.....	3
History.....	5
PHILOSOPHY AND GUIDING PRINCIPLES.....	6
RULES, TOOLS AND ROLES	7
Meeting Rules of Engagement.....	7
Meeting Management Tools.....	8
Consensus Forming and Decision Making	8
Participatory Governance Roles.....	9
Role of the Convener* and Co-Chairs	9
Role of the Voting Council/Committee Member.....	10
Role of the Constituency Member.....	10
Role of the Proxy Member	11
Role of the Expert/Ex Officio Member.....	11
Role of the Advisory Member	11
Role of the Note Taker.....	11
Role of the Meeting Guest.....	11
COMMUNICATION AND DOCUMENTATION.....	12
GOVERNANCE RELATIONSHIPS	13
Students	13
Classified Professionals	14
Faculty	14
Supervisors/administrators	15
GLOSSARY.....	16
GOVERNANCE MODEL	19
College Council.....	19
Standing Committees.....	22
Budget Committee.....	22
Technology Committee.....	24
Facilities Committee	26
Student Success and Equity Committee	28

Planning and Institutional Effectiveness Committee.....	30
Professional Development Committee.....	32
Staffing Committee.....	34
Faculty Staffing Prioritization Committee.....	36
OPERATIONAL COMMITTEES.....	38
Student Representation.....	38
Types of operational bodies.....	39
Operational Committees.....	40
APPENDICES.....	42

INTRODUCTION

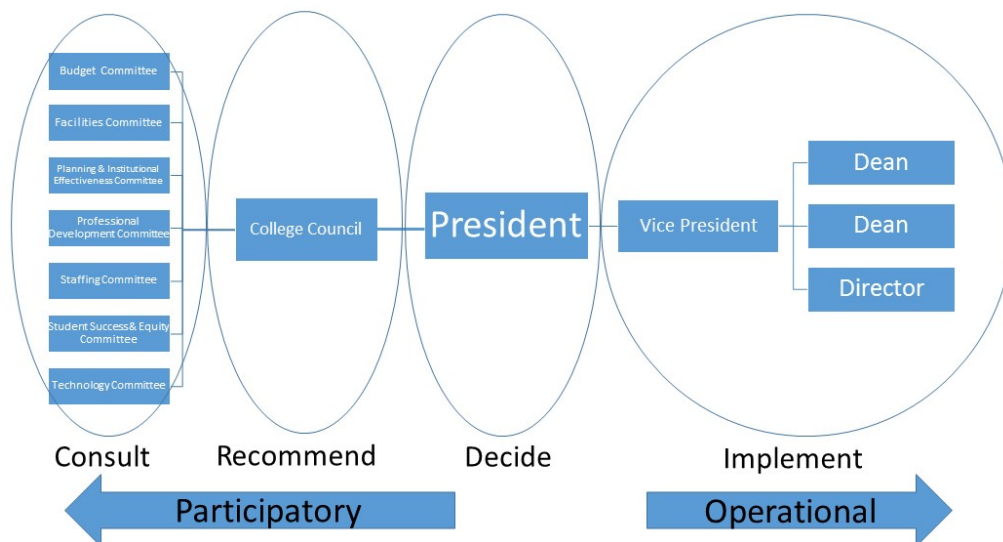
Grossmont College strives to enhance student success, improve the student experience, and ensure equitable access and outcomes for all students. An effective participatory governance will support these outcomes and will create a trustworthy recommendation-making process that the college president can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

This handbook is designed to clarify the role of staff, 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 and 2018-2019 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).

Participatory vs. Operational Example

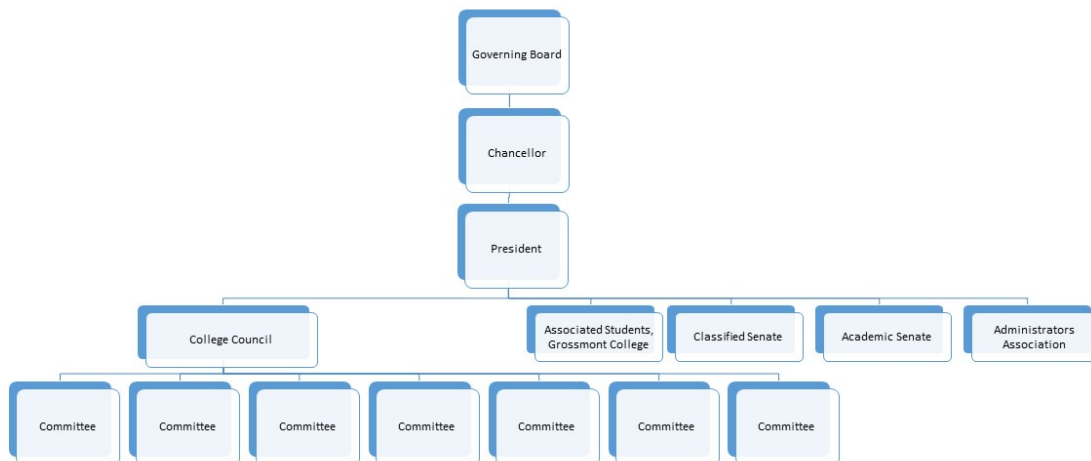


*Denotes glossary definition, see p. 20

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 reflected in District Board policy;
- the Classified Senate representing the voice of classified staff;
- the Administrator's Association representing the voice of classified and educational managers and supervisors;
- the Associated Students of Grossmont College representing the voice of students;
- 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;
- 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.

GROSSMONT PARTICIPATORY GOVERNANCE OVERVIEW



The 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.

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, emerging out of the Administration/Senate Officers Committee (ADSOC), and included representatives from various campus constituency groups, including Academic Senate, Administrators' Association, Associated Students of Grossmont College, and Classified Senate, in addition to 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.

PHILOSOPHY AND GUIDING PRINCIPLES

The goal of participatory governance at Grossmont College is to achieve effective participation by all constituencies, where all participants are trained in meeting processes, and 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 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 institutional effectiveness 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:** Constituency representation and **active and effective** participation in the assigned governance process will ensure Grossmont College will develop and implement 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 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.

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 are power dynamics in a room. Work must be done to create the equitable and inclusive environment sought for effective and active participation. To do so, council/committee members will establish behavioral norms that include the following meeting rules of engagement, make use of meeting tools, and respect the roles of each member.

Meeting Rules of Engagement

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

- There is no rank in the room when at the committee table. 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 thought and 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 engaged and contribute, and 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.
- 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 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 consensus is reached after deliberation, council/committee members will support the group's recommendation.

*Denotes glossary definition, see p. 20

Meeting Management Tools

Tools in this section address how the governance meeting should be organized, a simple process of how to apply consensus decision-making to meeting deliberations, the roles of chair-persons and participants, and strategies for effective record-keeping and communications.

Meetings are the primary mechanism for convening governance groups. Effective meetings require well-thought-out agendas, active participation, and a record of the meetings, 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](#)
 - 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 in the direction of 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 that seeks 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 discussion regarding a recommendation or forward actions.

At Grossmont College, consensus is reached on the College Council and on standing committees when at least three-fourths/75 percent of voting members present are in agreement on a decision. Consensus is not reached on College Council if more than two of those in the minority are members of the same constituency; this does not apply to standing committees. In those instances when consensus is not reached, more conversation is required and the item may not move forward as a recommendation.

Recommendations are forwarded from standing committees to College Council, and from College Council to the College President. The College President is responsible for a final decision and is expected to provide to the College Council a written response that includes **their** reasoning regarding that decision, especially if the decision departs from the recommendation.

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 type.

Role of the Convener* and Co-Chairs

The role of the convener of College Council, or the co-chairs of any standing committee, is important in managing the business of that participatory governance body. (*For the College Council, the person convening the meeting is a convener due to their lack of voting on that body.) For meetings, the convener or co-chairs are responsible for:

- developing agendas, including awareness of the college's calendar and the scheduling of items to ensure timely discussion and processing in the participatory governance system, especially in those instances where items must be forwarded to the district governing board for approval;
- monitoring member attendance and following up with constituency leadership regarding any chronic absenteeism;
- ensuring meeting discussions are focused on agenda items that adhere to the committee/council's charge;
- participating in convener/chair training; and
- equally collaborating with their committee co-chair on the aforementioned items.

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

Standing committees have two co-chairs: one appointed ex-officio administrator and one elected by the committee itself from the current membership. Faculty and staff co-chairs will rotate on an annual 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.

*Denotes glossary definition, see p. 20

Role of the Voting Council/Committee Member

Participatory governance works best when all participants approach their role with a goal of understanding the committee's purpose and objectives, contributing ideas, listening for understanding, and are committed 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, which requires the dialogue process to be transparent and enables all members to both listen and understand one another clearly. Committee members should come to meetings on time and prepared, having read, reviewed any materials provided in advance and/or having completed any assigned tasks.

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

Role of the Constituency Member

Constituency members representing students, staff, faculty or supervisors/administrators, have an important role in the participatory governance process. By representing the whole of their constituency, e.g., all faculty, all classified professionals, all students, and all supervisors/administrators (excluding the executive leadership team), 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 committee or council, constituency group representatives are appointed by their respective leadership group – Academic Senate, Administrators' Association, Associated Students of Grossmont College, or Classified Senate – to represent their group and are responsible for reporting back to their groups in addition to creating a two-way communication between participatory governance bodies and their constituency.

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

Role of the Proxy Member

Proxy representation on committees and councils 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 that they will attend, including proper meeting preparation and coming to the meeting on time.

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 should 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; and
- guests who wish to observe the open meeting.

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.

COMMUNICATION AND DOCUMENTATION

Effective participatory governance depends on good communication and documentation. To be most effective, governance communications 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;
- 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 and that the College Council forwards recommendations to the College President for final 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:

- establishing outcome reporting protocols accessible to all in the community college;
- providing agenda and meeting records in a timely manner;
- providing timely publication of meeting records with clear action items;
- keeping meeting records that reflect key discussion points, outputs, and action items;
- adhering to agenda and minutes publication timelines as a matter of good practice; and
- providing an accessible document repository that is Americans with Disabilities Act (ADA)-compliant.

GOVERNANCE RELATIONSHIPS

Grossmont College is led by an executive leadership team comprised of the president and vice presidents. 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 Student Senate for California Community Colleges (SCLCC) at the statewide level. 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," as having a significant effect on students and calling for student contributions to decision-making:

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.

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 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, which consults collegially with both the college administration and the Governing Board (in line with AB 1725) to either 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;
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.

The Academic Senate will appoint faculty representatives to committees and councils. In addition to the designated academic and professional matters, better known as “10+1,” Academic Senate appointees share and collegially consult on all participatory governance committees.

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, or the executive leadership team that includes the vice presidents or 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, they will appoint a Grossmont College member to any ex-officio seat the association President occupies.

Standing committees have two co-chairs: one appointed ex-officio administrator and one elected by the committee itself from the current 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.

GLOSSARY

9+1: California Code of Regulations, Title 5, Section 51023.7, commonly known as "9+1," as having a significant effect on students and calling for student contributions to decision-making:

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.

10+1: Assembly Bill (AB) 1725 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":

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;
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.

AB 1725

Ad hoc

Administrative procedure (AP)

Annual unit plan

Asset-minded vs. Deficit-minded: deficit-based perspectives often focus on needs, missing resources and what students don't have. This can perpetuate negative stereotypes. While it is critical to understand unique needs, it is also critical to do so while acknowledging what assets, like community, that students have and raise those up.

AP/BP 2510

Advisory member

Bargaining unit

Board policy (BP)

California Education Code

California Code Regulation (CCR)

Chair

Closed meeting

Co-chair

Committee

Consensus

Constituency

Convener

Council

Decision

Deficit-minded: *see asset-minded*

Designee

Discussion

Equity: Equity is not about equal treatment of all students. Rather, it is about equal outcomes achieved by individualizing the instruction and support for each and every student. Equity is about all students succeeding, 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 professional administrators and teachers who are the educators in the school. Students have to do their part, but the adults in the building need to teach in a way so that all students can succeed.

Executive leadership: this group includes the vice presidents and president of the college

FON: Faculty Obligation Number

Governance body

Ex officio: by virtue of their office

Mutual agreement

Non-voting member

Open meeting

Operational body

Participatory governance

Point of order

Proxy

Quorum

Resource

Senate

Simple majority

SSSP: Student Support and Success Program

Strong majority

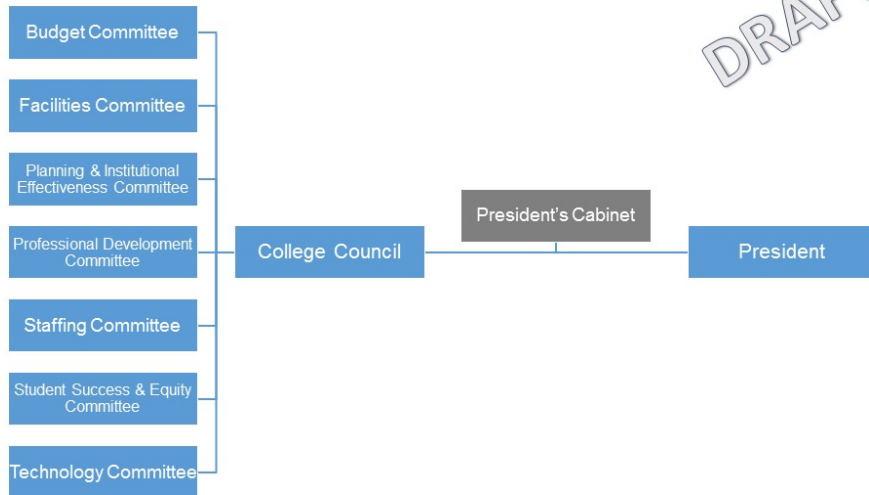
Subcommittee

Task force

Voting member

GOVERNANCE MODEL

COLLEGE-WIDE PARTICIPATORY GOVERNANCE RE-ORG



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. 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

1. Ensure transparent integration of annual unit planning processes and decision-making.
2. Serve the needs of the governance committees by guiding, coordinating and supporting their ongoing efficacy and continuous improvement.

3. Communicate ongoing conversations to the college constituencies and seek input and feedback on college-wide initiatives, plans, and procedures for effective decision-making.
4. 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.
5. Facilitate collaboration between governance committees when necessary to ensure effective progress in pursuit of the college's mission and strategic goals.
6. 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).
7. Review and recommend institution-wide, categorical and other state-mandated plans for submission to the state.
8. Ensure that college-wide plans, including the Educational Master Plan, Facilities Master Plan and Technology Master Plans, are evaluated and updated on a regular cycle to reflect current needs, goals and priorities.
9. 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.
10. Develop written responses to accreditation standards IV.A and IV.B and assist in the collection of evidence for other relevant standards.
11. Regularly monitor student equity data to inform decision-making regarding policies, procedures and planning.
12. Annually evaluate the participatory governance structure and process, including standing committees and the College Council

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:

1. participate in college-wide planning events and training as necessary during the year;
2. read all unit Program Review Summary Reports to maintain a broad and current understanding of programs' practices and needs; and
3. 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

Convener (non-voting chair):

College Vice President (Rotates annually between Vice President of Academic Affairs, Vice President of Student Services, Vice President of Administrative Services)

Constituency Members:

Associated Students of Grossmont College (ASGC) President/designee + three representatives

Academic Senate President/designee + three representatives

Classified Senate President/designee + three representatives

Administrators' Association 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

Representative, American Federation of Teachers (AFT)

Representative, Classified School Employees Association (CSEA)

Representative, Administrator's Association

Representative, meet-and-confer group for confidential employees

Meeting Schedule

Fourth Thursday, 3:00-5:00

Quorum:

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

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.

Proxies

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

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.

Quorum

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

Consensus

Consensus is reached when 75 percent of those present are in agreement.

Proxies

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

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 oversight 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 facilities master plans.
- Provide ongoing education for the college community on budget development and implementation.

- Disseminate information to administrative, faculty, classified and student constituencies regarding the College’s financial resources and expenditures and bring feedback through Committee representatives.
- Review ongoing, discretionary, department budget requests submitted through the Annual Unit Plans (Annual Unit Plans are influenced by Program Review, but the AUP contains annual operational needs as well as six-year strategic recommendations) based on College priorities and submit recommendations to College Council.
- Continually compile evidence related to accreditation Standard III.D, as well as other relevant accreditation requirements, and monitor the college’s ongoing compliance with these requirements.
- Ensure ongoing attention to equitable educational outcomes and that needs of underrepresented populations and students with special needs are considered and addressed in the budget development process.
- Make recommendations to the College Council.

Membership

Co-chairs:

Vice President of Administrative Services

Classified or Faculty selected by constituency group from committee membership (Rotates annually)

Constituency Members:

3 members each from Classified Senate, Academic Senate, Students, Administrators’ Association.

Ex-officio members:

None

Advisory members:

Vice President of Academic Affairs

Vice President of Student Services

Meeting Dates

Second Thursday, 3 – 4:30 p.m.

[Link to agendas and minutes:](#)

Accreditation Standard

Standard III.D.

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, Educational Master Plan and other supporting plans (Human Resources, 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

- Make recommendations for the strategic direction and implementation of technology resources used throughout the college to support student learning programs and services, operations, and improve institutional effectiveness.
- Consider total cost of ownership, including renewal costs and maintenance, of college technology recommendations.
- Develop/update the College Technology Master Plan as needed with specific objectives for action and improvement, and recommend and communicate related policies, guidelines, and procedures.
- 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.
- Ensure that the infrastructure and design of all College buildings support the future use of technology.
- Work with the Professional Development Committee to recommend relevant technology training for college employees.
- Assess and recommend technology training provided through professional development, computer support and self-guided training systems to ensure that the technology training meets the needs of faculty and staff.
- Continually compile evidence related to accreditation Standard III.C, 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 selected by constituency group from committee membership
(Rotates annually)

Constituency Members:

2 members each from Classified Senate, Academic Senate, Students, Administrators' Association.

Ex-officio members:

Associate Dean of Student Services
Distance 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

Meeting Dates

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

Link to agendas and minutes:

Accreditation Standard

Standard III.C.

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 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, Educational Master 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.
- Ensure that college facilities are physically and electronically accessible to all.
- Continually compile evidence related to accreditation Standard III.B, 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 selected by constituency group from committee membership
(Rotates annually)

Constituency Members:

2 members each from Classified Senate, Academic Senate, Students, Administrators' Association.

Ex-officio members:

Vice President Administrative Services or Director of Facilities (non-chairing)
Coordinator, Accessibility Resource Center

Advisory members:

Associate Dean of Athletics
District Sustainability Specialist
Vice President of Academic Affairs
Master Class Scheduler, Instructional Operations

Meeting Dates

First Wednesday, 9:30 – 11 a.m.

Link to agendas and minutes:

Accreditation Standard

Standard III.B

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

- Develop a shared vision for the College's student access, success and equity efforts.
- In conjunction with the Planning and Institutional Effectiveness Committee, use student access, success and equity data and research to assess effectiveness of various programs and the college as a whole.
- Advise in the development and collaboration of the various college plans, grants, and initiatives that address student access, success, and equity efforts.
- Increase collegewide awareness of student access, success and equity efforts.
- Provide a venue to dialogue and integrate student access success and equity efforts collegewide.
- 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.
- Consult and coordinate with the Academic Senate to ensure appropriate engagement when dealing with Academic and Professional matters (the 10+1).
- Continually compile evidence related to accreditation Standard III.B. and Standard III.C., as well as other relevant accreditation requirements, and monitor college's ongoing compliance with these requirements.
- Make recommendations to the College Council.

Membership

Co-chairs:

Dean, Student Success & Equity

Classified or Faculty selected by constituency group (Rotates annually)

Constituency Members:

President, Academic Senate or designee + 2

President, Classified Senate or designee + 2
President, Associated Students or designee + 2
President, Administrators' Association or designee + 2

Ex-officio Members:

Associate Dean, Student Services
Coordinator, Basic Skills Initiative
Chair, Counseling
Vice President of Academic Affairs
Vice President of Student Services

Advisory members:

Sr. Dean, College Planning & Institutional Effectiveness
Dean, Admissions & Records and Financial Aid
Director, Title V
Dean, Career/Technical Education (CTE) and Workforce Development
District Research and Planning Analyst (campus-based)

[Meeting Dates](#)

Second Tuesday, 3 – 5 p.m.

[Link to agendas and minutes:](#)

[Accreditation Standard](#)

Standards II.B. and II.C.

Planning and Institutional Effectiveness Committee

Purpose

The goal of the Planning and Institutional Effectiveness Committee is to help the college maximize the utilization of resources through regular collegewide conversations and an intentional focus on best practices for institutional effectiveness. Best practices for institutional effectiveness include improving student learning and achievement by analyzing data. It uses environmental scan data and institutional outcomes to drive institutional responses, and to ensure effective and continuous quality improvement. 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, and reviewing the Educational Master Plan every five years.

Responsibilities

- Reviews the 10-year educational master plan and six-year strategic plan to ensure that current efforts are in alignment with these plans, and regularly evaluate progress on achieving goals laid out in these plans.
- 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 assess effectiveness of various programs and the college as a whole.
- Lead 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.
- 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.

Membership

Co-chairs:

Senior Dean, College Planning and Institutional Effectiveness
Classified or Faculty selected by constituency group (Rotates annually)

Constituency Members:

3 members each from Classified Senate, Academic Senate, Associated Students of Grossmont College, Administrators' Association.

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
District Planning and Research Analyst (campus-based)
Academic Program Review, co-chair
Student Services Program Review, chair

Meeting Dates

Third Friday, 11 a.m. – 12:30 p.m.

Link to agendas and minutes:

Accreditation Standard

Standards I.A., I.B., I.C.

Professional Development Committee

Purpose

The Professional Development Committee carries out planning and evaluation of professional development programming which support the institution's continuous improvement and goals, and support its diverse personnel. The committee identifies emerging trends from annual unit plans and program review to inform professional development.

Responsibilities

- Establish professional development goals and activities to ensure employees are prepared to meet the needs of the diverse student and employee population.
- Cultivates an environment that values innovation and promotes collaboration in the service of student success.
- Foster a campus climate that improves employee satisfaction, retention, and success.
- Develops a comprehensive annual plan of activities based on college strategic goals, accreditation recommendations, evaluations, feedback, and surveys.
- Coordinate professional development programming for classified, faculty and administrators to ensure efficiency and effectiveness in the pursuit of college strategic goals.
- Review professional development requests.
- Work closely with the other college committees, district professional development, and the Human Resources Advisory Council (HRAC) and Faculty Professional Development Committee to create opportunities for collegewide alignment efforts.
- 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.
- Make recommendations to the College Council.

Membership

Co-chairs:

Dean, Student Success and Equity

Classified or Faculty selected by constituency group (Rotates annually)

Constituency Members:

2 members each from Classified Senate, Academic Senate, Associated Students of Grossmont College, Administrators' Association

Ex-officio members

Professional Development Faculty Coordinator

Director, College and Community Relations

Professional Development Program Specialist

Advisory members:

Vice President of Academic Affairs

Vice President of Student Services
Vice President of Administrative Services

Meeting Dates

Third Wednesdays, 2 – 3:30 p.m.

[Link to agendas and minutes:](#)

Accreditation Standard

Standard III.A.

Staffing Committee

Purpose

The Staffing Committee is responsible for drafting Grossmont College's multi-year Staffing Plan based on Educational Master Plan and Strategic Plan goals, and for monitoring the implementation of Staffing Plan to promote employment equity and diversity consistent with the college's mission, vision and values. The Grossmont College Staffing Committee is responsible for prioritization of faculty and classified staffing requests from annual unit plans.

Responsibilities

- Establish Grossmont College Staffing goals based on strategic goals, accreditation recommendations, Faculty Obligation Number (FON), Educational Master Plan, 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.
- Collaborate with faculty and classified staffing committees to review and revise rubrics for use in prioritization of staffing requests from annual unit plans.
- Receive the staffing prioritization lists from the ranking committees and discuss them for purposes of understanding.
- Collect available relevant information (such as Faculty Obligation Number [FON], tentative budget) to include for presentation at College Council.
- Annually evaluate the staffing prioritization rubrics and their application period.
- 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.
- Make recommendations to the College Council.

Membership

Co-chairs:

Vice President (Rotates annually to a VP who is not serving as the Chair of the College Council)

Classified or Faculty selected by constituency group (Rotates annually)

Constituency Members:

3 members each from Classified Senate, Academic Senate, 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
Dean of Student Success and Equity

Meeting Dates

TBD

Link to agendas and minutes:

Accreditation Standard

III.A.

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

Meeting Dates

TBD - as needed

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.

2 members from Academic Senate

3 members from Classified Senate

Ex-officio members:

Vice President Student Services

Vice President Academic Affairs

Vice President Administrative Services

Advisory members:

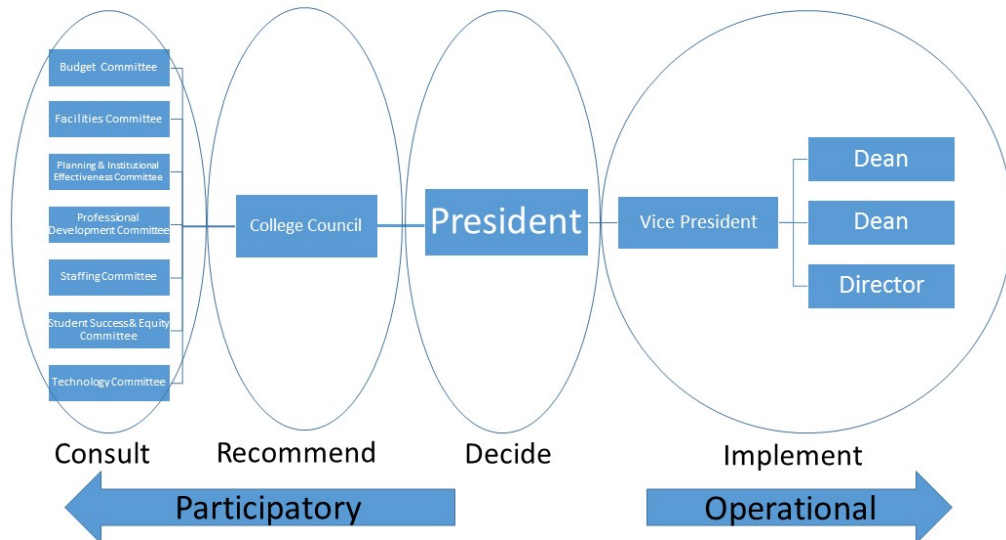
None

Meeting Dates

TBD - as needed

OPERATIONAL COMMITTEES

Participatory vs. Operational Example



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 do 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.

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.

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, often times with membership confined to one department, initiative or program. They typically exist for a limited amount of time.

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 Appeal Committee

International Programs Committee

Financial Aid Appeals Committee

Scholarships Committee

Basic Needs Task Force

Disciplinary Hearing Committee

Formal Student Grievance Hearing Council

Student Services Program Review

Veterans Services Task Force

World Arts & Culture Committee

Student Success and Support Program (SSSP) Committee

**Denotes glossary definition, see p. 20*

Title V Steering Committee

Cooperative Agencies Resources for Education (CARE) Advisory Committee

CalWORKs Advisory Committee

Extended Opportunity Programs and Services (EOPS) Advisory Committee

[Collegewide/President's Office](#)

Accreditation Steering Committee

Annual Unit Plan Task Force

College Recognition Committee

Leadership Council

Marketing Committee

Guided Pathways Convening Task Force

APPENDICES

AP/BP 2510

10+1

9+1

ACCJC standards

INSTITUTIONAL EXCELLENCE COUNCIL	
Charge	<p>This council will monitor and support campus institutional effectiveness and continuous improvement by:</p> <ul style="list-style-type: none"> • Leading broad, periodic review of vision and mission statements • Developing a college strategic plan and monitoring progress on strategic plan key performance indicators (KPIs) and other student success outcomes measures • Planning and implementing the annual College Planning Forum • Working in conjunction with the district Office of Research, Planning, and Institutional Effectiveness, develop, monitor, and update the college research agenda • Monitoring progress on continuous improvement addressing accreditation recommendations • Providing a venue for sharing information and progress on performance indicators (including assessment of student outcomes) and other information with the college and outside communities • Making recommendations to various campus committees and councils to inform future planning. <p>This council makes recommendations to President's Cabinet.</p>
Meeting Schedule	Third Fridays @ 11:00-12:30
Chair / Co-Chair	Sr. Dean, College Planning and Institutional Effectiveness Program Review Research Liaison
Composition	<ul style="list-style-type: none"> • President • Vice President, Academic Affairs • Vice President, Administrative Services • Vice President, Student Services • Director of Financial Aid • Student Services Dean • Instructional Dean • Classified Senate unit representatives (3) • Academic Senate President or designee • Chair of Council of Chairs and Coordinators • ASGC President or designee • Student Services Faculty member • Accreditation faculty co-chair (most recent) • SLO Coordinator • Program Review chairs (all three areas) • Co-chairs of Planning and Resources Council • Basic Skills Committee co-chairs • Freshman Academy Coordinators • Professional Development Coordinator(s) • Resource: Sr. Dean, C PIE
Adopted	August 22, 2008
Revised	May 2014
Notes	
Support Staff	

DRAFT COLLEGE KPI LIST FOR 2018-19

	Metric	Current	5-yr AVG	Standard	Target
College Fiscal Health	Enrollment: FTES		6344.91		
	WSCH/FTEF	428.9	428.9		525
Outreach	Enrollment: Unduplicated student count	18206	18487.4		
	First time students: % enrolled in 1st year in Math AND English/ESL	45.1	40.5	36	45
	First time students: % completion transfer-level English in one year				
	First time students: % completion transfer-level Math in one year				
Engagement & Retention	% success in ALL courses	69.9	69.3	69	75
	% retention in ALL courses	84.3	84.3	84	85
	% success in 100% online courses	60.1	57.3	55?	70?
	% retention in 100% online courses	78.2	75.9	70?	80?
	Non-transfer (CTE): % earned 9+ CTE units	44.1	44.8		
	First time students: 12+ units in first term	29.3	29.4		
	First time students: 24+ units in first yr				
	First time students persistence: Fall to Spring	71.6	73.7		
First time students persistence: Fall to Fall	53.9	56			
Completion	# of degrees, unduplicated				+20%*
	# of certificates (16+ units), unduplicated				+20%*
	First time students, transfer-seeking: transfer rate, 4 yrs				+35%*
	First time students, degree-seeking: degree completion rate, 4 yrs				
	-->Non-Transfer (CTE): earn living wage				
	-->Non-Transfer (CTE): % report being employed in field of study				69*
	Average units of degree-earners				79*

NOTES:

SCFF credit metrics

*Vision for Success

Need to accurately categorize students by Ed. Goal--Transfer, degree, certificate/CTE, adult

Reflects strategic initiatives such as equity, acceleration and guided pathways

Reflects changes in state-level metrics, such as Simplified Metrics and Student Centered Funding Formula

Dashboard has two views/versions: 1) all students over time and 2) one-year disaggregated

Additional Dashboards ALSO for Simplified Metrics, Student-Centered Funding Formula, Student (Guided) Pathways

Planning and Institutional Effectiveness Committee

Purpose

The goal of the Planning and Institutional Effectiveness Committee is to help the college maximize the utilization of resources to improve student learning and achievement by analyzing data. It uses environmental scan data and institutional outcomes to drive institutional responses, and to ensure effective and continuous quality improvement. 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 evaluates the college's progress to ensure institutional effectiveness, and reviews the EMP every five years.

Responsibilities

- Reviews the 10-year educational master plan and six-year strategic plan to ensure alignment, and evaluate its progress.
- 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 assess effectiveness of various programs and the college as a whole.
- Lead program review processes and facilitate data-informed conversations about department and institutional performance to drive long-term college planning.
- Evaluate institution-set standards and student achievement goals, including Scorecard and IEPI accountability metrics, and other student success outcome measures.
- Analyze data for and support the development of college plans and planning activities.
- 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.

Membership

Co-chairs:

Senior Dean, College Planning and Institutional Effectiveness
Classified, Faculty or Student selected by constituency group (Rotates annually)

Constituency Members:

3 members each from Classified Senate, Academic Senate, Associated Students of Grossmont College, Administrators' Association.

Ex-officio members:

Dean, Student Success and Equity
SLO coordinator
Data liaison(s)

Advisory members:

Vice President of Academic Affairs
Vice President of Student Services
Vice President of Administrative Services
District Planning and Research Analyst (campus-based)
Academic Program Review, co-chair
Student Services Program Review, chair

Meeting Dates

Third Friday, 11 a.m. – 12:30 p.m.

Link to agendas and minutes:

Accreditation Standard

Standards I.A., I.B., I.C.