



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Grossmont-Cuyamaca Community College District Governance Handbook For Effective Decision-Making

2012

Draft Updated: 10/8/12: CLM/JJD

Grossmont-Cuyamaca Community College District Governance Handbook for Effective Decision-Making

Table of Contents

Vision, Mission, Values	4
Introduction	5
Governance Philosophy: Participatory Governance	5
Principles of Governance	6
Evaluation and Continuous Improvement.....	7
Roles of Constituents in District-Level Decision Making.....	8
Governing Board	8
Chancellor	8
College Presidents	9
Administrators	9
Faculty.....	9
Staff.....	10
Students	11
Labor Groups	12
Groups that Develop Recommendations	13
Councils	13
Committees	13
Taskforces.....	13
Governance Structure Organizational Chart.....	14
District Consultation Councils	15
District Executive Council	15
District Strategic Planning and Budget Council.....	16
Administrative Technology Advisory Committee	17
Instructional Computing Advisory Committee	18
District Emergency Preparedness Committee	19

District Coordinating Educational Council	20
Academic Calendar Committee	21
Institutional Research & Planning Committee	22
Enrollment & Student Success Committee	23
Diversity, Equity and Inclusion Council	24
(Equal Employment Opportunity Advisory)	
Grossmont College DEI Committee	25
Cuyamaca College DEI Committee	26
District Services DEI Committee	27
District Accreditation Coordinating Council	28
Protocols for District Governance Councils	29
Executive Leadership	30
Chancellor’s Cabinet	30
Chancellor’s Extended Cabinet	30
Calendar for Governance and Organizational Groups	31
Appendices	32

California Code of Regulations for Collegial Consultation

- Academic Senate (Title 5, Sections 53200—53206)
- Faculty (Title 5, Section 51023)
- Staff (Title 5, Section 51023.5)
- Students (Title 5, Section 51023.7)

GCCCD Board Policy 2510 Participation in Local Decision-Making—Academic Senates

GCCCD Board Policy 2515 Participation in Local Decision Making—Staff

GCCCD Board Policy 2520 Participation in Local Decision Making—Students

GCCCD Board Policy 2200 Board Duties and Responsibilities

GCCCD Board Policy 2430 Delegation of Authority to Chancellor

GCCCD Board Policy 5400 Associated Student Government Associations

District Board Policies and Administrative Procedures are available online at:

<http://www.gcccd.edu/governing-board/policies-and-procedures.html>

District Organization Charts are available online at:

- Organization chart links: <http://intranet.gcccd.edu/employee-resources/organization-charts.html>
- District overall chart: http://intranet.gcccd.edu/employee-resources/documents/organization-charts/district/D1_GCCCD.pdf

Grossmont-Cuyamaca Community College District

Vision, Mission, Values

Vision

Transforming lives through learning.

Mission

Provide outstanding learning opportunities that prepare students to meet community needs and future challenges of a complex, global society. Grossmont-Cuyamaca Community College District fulfills its mission by providing

- Outstanding undergraduate education leading to certificates, associate degrees, and transfer;
- Excellent career and technical education programs that prepare students for workforce entry and advancement;
- Comprehensive student development and support services that help students succeed in meeting their educational goals;
- Engaging educational services that meet learners needs in basic skills, English language proficiency, and lifelong learning; and
- Responsive social and economic development programs and community partnerships.

Values

Cultivate a student-centered culture of excellence, trust, stewardship, and service.

Introduction

The Grossmont-Cuyamaca Community College District (GCCCD) recognizes the critical role and contribution of all members of the District community and is committed to cultivating an effective governance system that conveys the interrelationship of all parties in fulfillment of service to our students and community. The Governing Board, Chancellor, administrators, faculty, staff, and students are pledged to work cooperatively in a principled approach that respects the interests and responsibilities of all members of the District community. Our governance system supports participation and communication to strengthen the District's capacity to carry out its mission. Members of this District are united by the collective understanding that student learning and success is our primary mission.

Governance Philosophy: Participatory Governance

Effective governance of any democratic organization relies on the individual and collective actions of those who come together for the purpose of governance. GCCCD adheres to a philosophy of participatory governance that engages primary institutional stakeholders in decision-making processes. These stakeholders generally include Board members, faculty, staff, administrators, students and community members.

Successful participatory governance creates an environment of awareness and inclusion in which all members adhere to the following overarching goals:

- Maintain a unity of purpose
- Agree on and govern within appropriate roles
- Create and sustain a positive governance culture
- Establish policies, procedures, and practices that promote the institutions' mission and strategic direction in serving the community
- Support an open and representative structure for opinions to be shared and considered
- Provide effective, timely responses to internal and external demands
- Assure accountability through a focus on evidence, transparency, and continuous improvement

This shared involvement does not always imply agreement, does not always require the same level of involvement by all stakeholders at all times, yet always recognizes the ultimate responsibility for decisions with the Chancellor and the Board of Trustees.

Principles of Governance

Effective governance at GCCCD rests on a democratic partnership in which Board members, faculty, staff, administrators, and students commit to the following principles:

1. The Governing Board has final responsibility and authority for District policies and procedures; any individual may address the Board to share his/her opinions or concerns.
2. The Board charges the Chancellor with the responsibility for governance of the District; in turn, the Chancellor creates a structure and a systematic process for decision-making that allows for the effective participation of Board members, faculty, staff, administrators, students, and community.
3. Recommendations for decisions are made through the consultative processes involving appropriate councils and committees.
4. The District recognizes the members of all campus constituencies, students, faculty, administration, and staff to be involved through their representatives, in the governance and future direction of the District.
5. Representation is the cornerstone of good governance. Individual representatives are responsible for articulating the perspectives of the groups they represent, and, in turn, reporting back to their groups on the progress of issues. In addition, constituency representatives should make a sincere attempt to understand issues from a broad District perspective.
6. Effective governance is facilitated by extensive communication, timely and appropriate information, sharing and notice of meetings, public deliberation, full campus participation, published records, and regular evaluation of the quality and effectiveness of the governance structure and function.

Evaluation and Continuous Improvement

The District conducts periodic reviews and evaluation of its governance structure and function. Through two systematic review processes, one completed on an annual basis and one completed every three years, the District's *Governance Handbook* is maintained to reflect changes identified in the District's cycle of continuous quality improvement.

Annually: The handbook is reviewed each year by Chancellor's Office staff and council and/or committee members and updated to maintain accuracy. Review includes council/committee charge, composition, and meeting schedule.

Triennially: The effectiveness of the structures and processes described in the handbook are evaluated every three years as a part of the District's assessment of its planning processes. This assessment includes gathering districtwide feedback about the quality and effectiveness of the District's participatory governance process for review by the District Executive Council (DEC). DEC reviews this information and recommends revisions to the Chancellor. The updated handbook is presented to the Governing Board for review and approval.

Roles of Constituents in Participatory Governance

The constituents in GCCCD participate in making decisions at the district level appropriate in scope to their roles within the District. The role in making decisions for each constituency described below is derived from the California Code of Regulations, GCCCD board policies and administrative procedures. The relevant sections of the California Code of Regulations, Title 5, are included in the appendix of this document.

Governing Board

The Board of Trustees retains the ultimate responsibility for governance of the District. According to the Education Code, the locally-elected Governing Board takes responsibility for the following:

- Represents the public interest
- Sets policy direction
- Establishes the climate in which educational goals are accomplished
- Defines legal, ethical, and prudent standards for college and District operations
- Hires and evaluates the Chancellor
- Assures fiscal health and stability
- Delegates power and authority to the Chancellor to effectively lead the District
- Monitors institutional performance
- Advocates and protects the District

In carrying out these functions, the Governing Board provides for and encourages effective participation by employee and student representatives through its collegial consultation processes. The Governing Board, as elected representatives of the community, is the final voice in the District (subject to the laws and appropriate regulations of the State Legislature and the Chancellor's Office). As a matter of professional respect, and as outlined in AB 1725, the Board will, if it rejects or modifies a recommendation proposed by the participatory governance procedure, return to the participatory governance committee(s) its objections to the proposal. It does this through its designee, the Chancellor.

Chancellor

Pursuant to District board policy, the Chancellor is the official designee of the Board, and is directly responsible to the Board. The Chancellor is given the authority and responsibility to administer the District and to assign designees to carry out participatory governance.

The Chancellor has the right to accept, reject or modify any participatory governance recommendation. However, in the spirit of professionalism and collegiality, if the Chancellor does not accept a formal recommendation, he/she will inform the respective group and also inform the Board.

The Chancellor is the chief academic and administrative officer of the District, charged with providing strategic direction and leadership for the District. The Chancellor facilitates the participatory governance process by promoting a decision making environment of inclusiveness, civility, honesty, fairness, and cooperation.

College Presidents

The role of the college presidents in decisions made at the District level is to articulate recommendations directly to the Chancellor in matters assigned in their job descriptions. In addition to making decisions at the campus level, the presidents serve as the primary advocates for their colleges at the District level for resource needs, policy issues, special projects, and the promotion of campus goals.

As members of Chancellor's Cabinet, presidents play a central role in executive leadership of the District. They contribute to administrative decisions to carry out the mission of the District and colleges and create an institutional culture reflecting District values of excellence, trust, stewardship, and service.

Administrators (Confidential Administrators, Managers, and Supervisors)

The role of administrators in decisions made at the District level is determined by the scope of responsibility and authority delegated in job descriptions for administrative positions.

Drawn from various job descriptions for administrative positions, GCCCD administrators are responsible to:

- Provide effective leadership and support in planning and accreditation
- Implement and evaluate District objectives related to their area
- Adhere to the legal and ethical standards as well as policies established by the Board of Trustees
- Oversee the effective use of institutional resources
- Make recommendations concerning the hiring of personnel
- Make contributions to the development and improvement of all GCCCD functions
- Perform duties as outlined in their job descriptions and agreed upon by managers and their supervisors
- Implement best practices and courses of action
- Assume responsibility for ensuring implementation of activities based on applicable recommendations and college goals
- Evaluate the effectiveness of activities in order to support and facilitate the educational process and ensure the institution's effectiveness
- Initiate new ideas, improvements and promote quality and responsiveness in District operations
- Lead the units for which they are responsible, and make appropriate decisions

Faculty [Academic Senates]

The Academic Senate is the representative in participatory governance activities regarding academic and professional matters (Title 5, Section 53203 of the California Code of Regulations and Board Policy 2510 Participation in Local Decision Making—Academic Senates. The Grossmont College Academic Senate and the Cuyamaca College Academic Senate are established as separate bodies representing the faculty of the respective colleges. Faculty appointments to councils, committees, taskforces, or other groups shall be made by the respective Academic Senates, except for those groups specifying American Federation of Teachers Guild representation.

As provided in Board Policy 2510 Participation in Local Decision Making—Academic Senates, the Governing Board recognizes the authority of the Academic Senates with respect to academic and professional matters in accord with provisions of Title 5 of the California Code of Regulations. The academic and professional matters on which the Board will rely primarily on the Academic Senates are:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Standards or policies regarding student preparation and success
- Faculty roles and involvement in accreditation processes, including self-studies and annual reports; and
- Policies for faculty professional development activities

The academic and professional matters on which the Board will seek mutual agreement with the Academic/Faculty Senates are:

- Educational program development and educational program discontinuance
- District and college governance structures as related to faculty roles
- Processes for program review
- Processes for institutional planning and budget development; and
- Other academic and professional matters as mutually agreed by the Board of Trustees and the senate(s)

Staff [Classified Senate]

The role of classified staff members in making decisions at the district level is to participate in the development of recommendations to the Chancellor on issues that have or will have a significant effect on staff (California Code of Regulations and Board Policy BP 2515 Participation in Local Decision Making).

For purposes required under Title 5, section 51023.5 of the California Code of Regulations, the Governing Board generally recognizes the Classified Senate as the representative of non-management classified staff. In development of policies or procedures, after participation in established consultation processes, including consultation with administration of the colleges/District, the Classified Senate may present its views and recommendations to the Board with approval of Classified School Employees Association, Chapter 707.

Classified Senate is responsible for appointing representatives from the classified employees to specified committees.

California School Employees Association, Chapter 707 (CSEA) oversees all matters related to wages and working conditions.

A [memorandum of understanding http://www.gcccd.edu/classified-senate/](http://www.gcccd.edu/classified-senate/) between the District, the Classified Senate, and CSEA states in relevant part:

The Classified Senate is organized to represent classified, including confidential and supervisory staff, in issues including, but not limited to, the following (in relevant part):

- Promoting the shared governance process, including the following: a) the selection of administrative staff; b) in-service education; c) facilities and services; d) relations and communication among interest groups in the District; and e) finance and budget
- Provide a centralized means of communication between classified staff and the District community
- Articulating the professionalism of the classified staff so that it is recognized and valued
- Providing an opportunity to develop individual leadership among the classified staff and increase the professional standards of its members
- Promoting and supporting activities that develop or increase skills, productivity, and professionalism

CSEA negotiates and represents the classified bargaining unit in issues that include the following:

- Promoting the shared governance process, including the following: a) the selection of administrative staff; b) in-service education; c) facilities and services; d) relations and communication among interest groups in the District; and e) finance and budget
- Wages, including salary schedule and placement
- Hours of employment
- Health and welfare benefits
- Leave, transfer, and reassignment policies
- Safety conditions of employment
- Procedures for the evaluation of the bargaining unit
- Procedures for processing grievances and disciplinary actions

Students

The District recognizes and values the contributions of students in participatory governance. The following specific matters are identified in the California Code of Regulations, Title 5, Section 51023.7, as having a significant effect on students and calling for student contributions to decision-making:

- Grading policies
- Codes of student conduct
- Academic disciplinary policies
- Curriculum development
- Courses or programs that should be initiated or discontinued
- Processes for institutional planning and budget development
- Standards and policies regarding student preparation and success
- Student services planning and development
- Student fees within the authority of the District to adopt; and
- Any other District and college policy, procedure or related matter that the District governing board determines will have significant effect on students

The Board recognizes the Associated Students of Grossmont College and the Associated Student Government of Cuyamaca College as the official voices for students in GCCCD. In accordance with Board Policy 2520—Participation in Local Decision Making-Students, the Associated Students are given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on them, and the recommendations and positions of the Associated Students are given reasonable consideration.

Labor Groups

For matters related to compensation and working conditions within the scope of collective bargaining, employees are represented by the following organizations:

- Faculty—American Federation of Teachers Guild, Local 1931
- Classified Staff —California School Employees Association, Chapter 707
- District Police Officers—Fraternal Order of Police CCD POA Lodge 56
- Administrators (managers and supervisors, excluding Confidential Administrators)—Administrators Association, which is also responsible for making appointments for participatory governance councils/committees
- Confidential Employee* groups are responsible for appointing representatives from the confidential administrators and confidential staff for participatory governance councils/committees

**“Confidential Employee” is an employee of the District who, in the regular course of his/her duties, has access to confidential information that contributed to the development of management proposals and decisions with respect to employer-employee relations. (Government Code Section 3540.1(c)). As such, they are not a bargaining unit, but rather a meet and confer unit.

Groups that Develop Recommendations

The GCCCD groups that provide recommendations in the decision-making process are organized into three categories based on the group's responsibilities and its source of authority: council, committee and taskforce. The groups in all three categories are essential to the involvement of the GCCCD community in both being informed about issues of districtwide importance, making decisions, and serving as conduits of information to and from the constituents. The membership in each type of group is determined by the source of authority on which the group is based.

Council

Councils are composed of administrators and/or executive representatives of faculty, staff, or student organizations. A council often directs the work of numerous committees or task forces. A council meets regularly and serves as an executive advisory body.

Committee

Committees are composed of a variety of individuals whose scope of work is narrower than a council. A committee reports its recommendations to senior administrators or a council. Committees typically have an ongoing purpose and meet regularly.

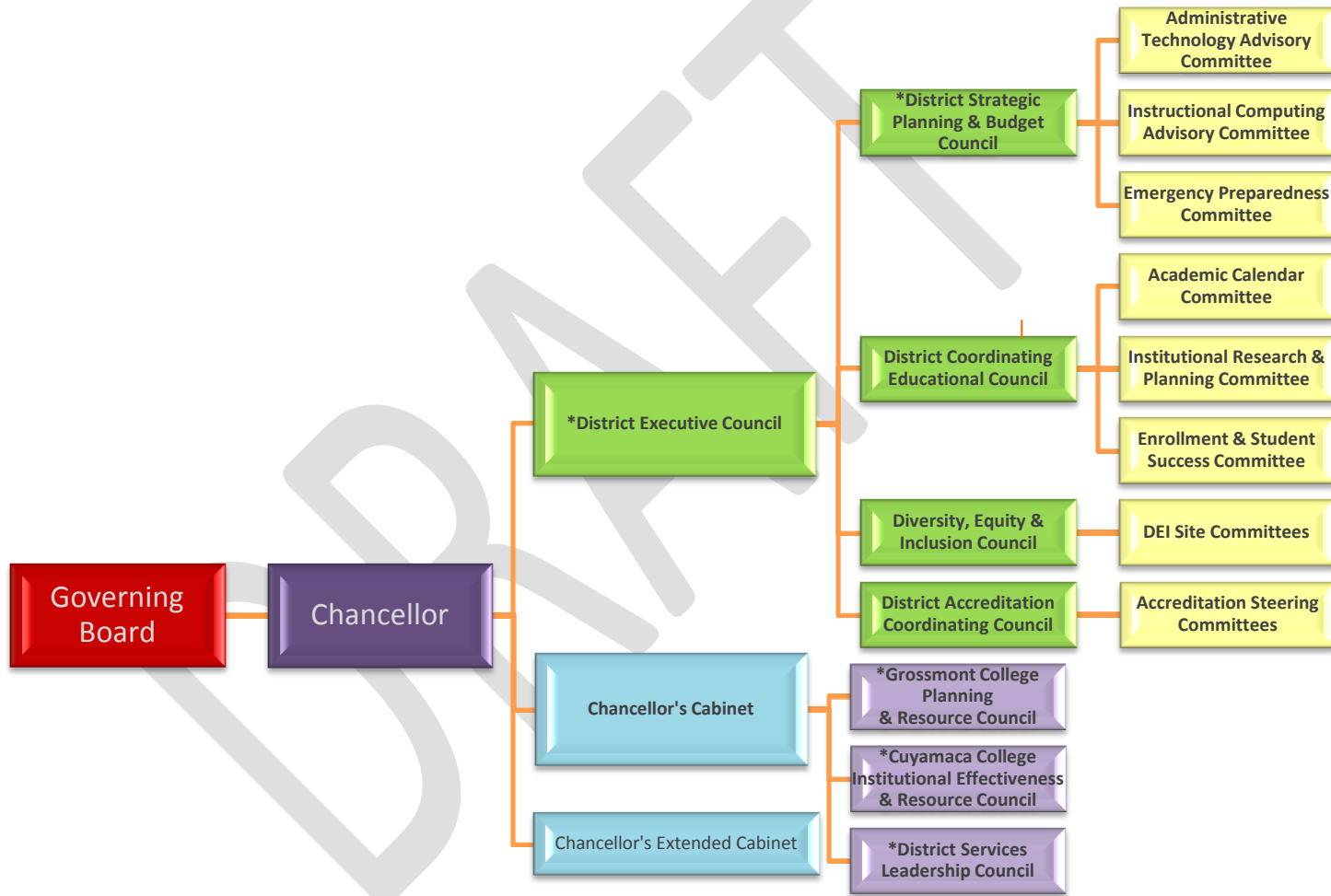
Steering committees are charged with overseeing and directing large scale initiatives and may oversee other committees or subcommittees.

Screening & Interview (or Search) committees screen applications for the most appropriately qualified applicants to interview, conduct preliminary interviews, and recommend applicants for final interviews.

Taskforce

A taskforce may be composed of a variety of individuals relevant to its purpose. Taskforces are created to address a specific issue and meet until its charge has been completed. Upon conclusion of the task, the group is disbanded.

G O V E R N A N C E S T R U C T U R E



*Includes stakeholder representatives

District Consultation Councils and Committees

District Executive Council (DEC)

Charge

The District Executive Council (DEC) serves in an advisory capacity to the Chancellor. DEC advises the Chancellor on District policy development and governance issues, and on matters referred to the council by the colleges, District Services, and/or college/District standing councils or committees. DEC reviews and recommends items for the Governing Board meeting dockets.

Membership

Chancellor, Chair
Vice Chancellor District Services
Vice Chancellor Human Resources
President, Cuyamaca College
President, Grossmont College
Sr. Dean Research, Planning and Institutional Effectiveness
President, Associated Student Government, Cuyamaca College
President, Associated Students, Grossmont College
President, Academic Senate, Cuyamaca College
President, Academic Senate, Grossmont College
President, Classified Senate
President, California School Employees Association (CSEA), Chapter 707
President, American Federation of Teachers Guild
President, Administrators' Association
Confidential Administrators representative
Confidential Staff representative
President, Fraternal Order of Police CCD POA Lodge 56
Other observers and resource persons may attend

Subcommittees

Recommendations from the following subcommittees are forwarded to the District Executive Council:

- None

Membership in the subcommittees is identified in April for the next academic year.

Governance Handbook Evaluation of District's Participatory Governance Process

The effectiveness of the structures and processes described in the handbook are evaluated every three years as a part of the District's assessment of its planning processes. This assessment includes gathering districtwide feedback about the quality and effectiveness of the District's participatory governance process for review by the District Executive Council (DEC). DEC reviews this information and recommends revisions to the Chancellor. The updated handbook is presented to the Governing Board for review and approval.

District Strategic Planning & Budget Council (DSP&BC)

Charge

The District Strategic Planning and Budget Council (DSP&BC) serves in an advisory capacity to the Chancellor on development and evaluation of college and District strategic plans and budget planning priorities based upon the District vision and goals.

Membership

Vice Chancellor District Services, Chair
Vice Chancellor Human Resources
Associate Vice Chancellor District Services
Sr. Director, Information Systems
Sr. Dean Research, Planning & Institutional Effectiveness
President, Cuyamaca College
President, Grossmont College
Vice President, Instruction, Cuyamaca College
Vice President, Academic Affairs, Grossmont College
Vice President, Student Services, Cuyamaca College
Vice President, Student Services, Grossmont College
Vice President, Administrative Services, Cuyamaca College
Vice President, Administrative Services, Grossmont College
President, Academic Senate, Cuyamaca College
President, Academic Senate, Grossmont College
President, Administrators' Association
President, Classified Senate
President, California School Employees Association, Chapter 707
President, American Federation of Teachers Guild
President, Associated Student Government, Cuyamaca College
President, Associated Students, Grossmont College
Academic Senate representative, Cuyamaca College
Academic Senate representative, Grossmont College
Confidential Administrators representative
Confidential Staff representative
President, Fraternal Order of Police CCD POA Lodge 56

Subcommittees

Recommendations from the following subcommittees are forwarded to the District Strategic Planning & Budget Council:

- Administrative Technology Advisory Committee (ATAC)
- Instructional Computing Advisory Committee (ICAC)
- Emergency Preparedness Committee

Membership in the subcommittees is identified in April for the next academic year.

DSP&BC Subcommittees

Administrative Technology Advisory Committee		
<p>Charge</p> <p>Recommends vision, strategy and direction for the adoption and implementation of new and emerging technologies. Provides recommendations to the District Strategic Planning & Budget Council (DSP&BC) concerning strategic policies and direction for administrative information systems. Provides recommendations for the Information Systems Department regarding operational priorities and system enhancements.</p> <p>Recommends policies and priorities related to the selection, implementation, and operation of administrative information systems. Assists in the development of the Information Technology Plan for administrative information systems. Provides communication and administrative information system status reporting to constituent groups and existing councils and committees. Coordinates the work of specially appointed task groups as required. Recommends allocation of Information System Department resources to specific projects. Provides quarterly updates to DSP&BC.</p>		
<p>Membership</p>		
<p>Sr. Director, Information Systems, Chair</p> <p>Vice Chancellor District Services and appointed representatives</p> <p>Vice President, Academic Affairs (from one college)</p> <p>Vice President, Student Services (from both colleges)</p>	<p>Dean, Counseling and Enrollment Services (from one or both colleges)</p> <p>Dean of Technology (from one or both colleges)</p> <p>Director, Financial Aid (from one college)</p> <p>Counseling and Matriculation representative (from one college)</p>	<p>Library/Learning Resource Center representative (from one college)</p> <p>Human Resources representative</p> <p>Institutional Research, Planning & Institutional Effectiveness representative</p> <p>Sr. Director, Information Systems</p> <p>Support staff and Information Systems staff, as requested</p>

Instructional Computing Advisory Committee

Charge

Recommends vision, strategy and direction for the adoption and implementation of new and emerging instructional technologies. Provides recommendations to the District Strategic Planning & Budget Council (DSP&BC) concerning the application of technology for instructional programs. Recommends standards and procedures for the implementation of instructional technology throughout the District.

Recommend priorities to the Information Systems Department for instructional computing support. Recommends standards for the acquisition of new instructional software and hardware. Provides quarterly updates to DSP&BC. Establishes ad hoc committees to focus on specific topics as required: Internet, network, standards and procedures, computing ethics, and software licensing.

Membership

Chair: selected by the group and alternates between the colleges

Faculty and administrator co-chairs of the two college instructional technology committees

Cuyamaca College representative appointed by College President

Grossmont College representative appointed by College President

Academic Senate representatives (2), Cuyamaca College

Academic Senate representatives (2), Grossmont College

Instructional support staff and
Information Systems staff, as requested

Sr. Director, Information Systems

District Emergency Preparedness Committee

Charge

Mandated by the State Chancellor's Office per the *Equal Employment Opportunity (EEO) Plan and Guidelines for California Community Colleges*. The committee's purpose is to act as an advisory body to the equal employment opportunity officer and the District as a whole by monitoring District compliance with the State Chancellor's guidelines and providing training and visibility to District equal employment opportunity efforts.

Membership

Director of Public Safety, Chair

Vice Chancellor Business Services

Vice Chancellor Human Resources

Grossmont College Emergency Operations Center, 3 – 5 representatives

Cuyamaca College Emergency Operations Center, 3 – 5 representatives

District Services, 3 – 5 representatives

Cuyamaca College student representative

Grossmont College student representative

District Coordinating Educational Council (DCEC)

Charge

The District Coordinating Educational Council (DCEC) anticipates and serves the educational needs of students in the District by reviewing, facilitating, and recommending educational initiatives, services, and programs, consistent with existing District and College planning processes and Board Policies BP 2410 Board Policies and Administrative Procedures and BP 2510 Participation in Local Decision Making—Academic Senates.

Membership

Chancellor, Chair
President, Academic Senate, Cuyamaca College
President, Academic Senate, Grossmont College
Vice President, Instruction, Cuyamaca College
Vice President, Academic Affairs, Grossmont College
Vice President, Student Services, Cuyamaca College
Vice President, Student Services, Grossmont College
Sr. Dean, Research, Planning & Institutional Effectiveness
Instructional Dean, Cuyamaca College
Instructional Dean, Grossmont College
Dean, Counseling and Enrollment Services, Cuyamaca College
Dean, Counseling and Enrollment Services, Grossmont College
Curriculum Committee Faculty Co-Chair, Cuyamaca College
Curriculum Committee Faculty Co-Chair, Grossmont College
President, Associated Student Government, Cuyamaca College
President, Associated Students, Grossmont College

Subcommittees

Recommendations from the following subcommittees are forwarded to the District Coordinating Educational Council:

- Academic Calendar Committee
- Institutional Research & Planning Committee
- Enrollment & Student Success Committee

Membership in the subcommittees is identified in April for the next academic year.

DCEC Subcommittees

Academic Calendar Committee
<p>Purpose</p> <p>To develop the academic calendar.</p>
<p>Membership</p> <p>Vice President, Academic Affairs or Instruction, Co-Chair</p> <p>Vice President, Student Services, Co-Chair</p> <p>Vice President, Instruction, Cuyamaca College</p> <p>Vice President, Academic Affairs, Grossmont College</p> <p>Dean, Counseling and Enrollment Services, Grossmont College</p> <p>Dean, Counseling and Enrollment Services, Cuyamaca College</p> <p>Instructional Operations Supervisor, Cuyamaca College</p> <p>Instructional Operations Supervisor, Grossmont College</p> <p>Academic Senate representative, Cuyamaca College</p> <p>Academic Senate representative, Grossmont College</p> <p>Classified Senate representative, Cuyamaca College</p> <p>Classified Senate representative, Grossmont College</p> <p>Associated Student Government, Cuyamaca College representative</p> <p>Associated Students, Grossmont College representative</p> <p>American Federation of Teachers Guild representative</p> <p>California School Employees Association, Chapter 707 representative</p> <p>Administrators' Association representative</p> <p>Fraternal Order of Police CCD POA Lodge 56</p>

Institutional Research & Planning Committee

Purpose

The Institutional Research & Planning Committee (IRPC) supports a culture of inquiry by providing quantitative and qualitative data to inform planning and decision making processes throughout the District, improve student learning and achievement, and enhance institutional effectiveness through the process of continuous quality improvement. Each fall semester the IRPC will review and rank research requests submitted by the colleges and District Services. The IRPC makes recommendations to the District Coordinating Educational Council (DCEC), and periodically evaluates the annual District research and planning agenda. The IRPC provides guidance to the Research, Planning & Institutional Effectiveness Office regarding annual research priorities during the preparation and evaluation of District plans, and development of the annual institutional effectiveness reports. The IRPC also acts as an Institutional Review Board (IRB) regarding both internal and external requests for applied educational research, when needed.

Membership

Sr. Dean Research, Planning & Institutional Effectiveness, Chair

Vice President, Instruction, Cuyamaca College

Vice President, Academic Affairs, Grossmont College

Vice President, Student Services, Cuyamaca College

Vice President, Student Services, Grossmont College

Vice President, Administrative Services, Cuyamaca College

Vice President, Administrative Services, Grossmont College

Academic Senate President or designee, Cuyamaca College

Academic Senate President or designee, Grossmont College

Classified Senate, 2 representatives

Student representative, Cuyamaca College

Student representative, Grossmont College

District Services representative

Planner or designee, Research, Planning & Institutional Effectiveness

Enrollment & Student Success Committee

Purpose

TBD

Membership

TBD

DRAFT

Diversity, Equity & Inclusion Council (DEI)

(Equal Employment Opportunity Advisory)

Charge

The charge of the Diversity Equity and Inclusion Council (DEI) is to build a culture of inclusivity that promotes a global consciousness in the college District and community. Its objective is to provide a welcoming environment that fosters cultural competence, equity and respect for all employees and students.

The council is responsible for assessing progress and disseminating information regarding diversity and equity, recommending meaningful strategies for improvement, overseeing the implementation of the charge districtwide, and ensuring compliance with relevant laws and regulations.

The council is also responsible for writing plans in accordance with Title 5 or other federal and state regulations and the District Diversity Vision and Mission. The DEI promotes acceptance of people of diverse age, ancestry, color, disability, ethnicity, perspective, national origin, religion, gender, sexual orientation, education and socioeconomic status. The goal of the DEI is to create an inclusive environment in the District and to honor the importance of differences in others.

Membership

Chair – elected by Council

Vice Chair – elected by Council

Research, Planning and Institutional Effectiveness representative

Department of Employment Services representative

3-5 representatives from each college DEI Committee

3-5 representatives from District Services DEI Committee

Subcommittees

Recommendations from the following subcommittees are forwarded to the Diversity, Equity & Inclusion Council:

- Grossmont College DEI Committee
- Cuyamaca College DEI Committee
- District Services DEI Committee

Membership in the subcommittees is identified in April for the next academic year.

DEI Subcommittees

Grossmont College DEI Committee

Purpose

The charge of the Grossmont College Diversity, Equity and Inclusion Committee (DEIC) is to build a culture of inclusivity that promotes a global consciousness at Grossmont College and its community. Its objective is to provide a welcoming environment that fosters cultural competence, equity and respect for all employees and students.

The committee is responsible for assessing progress and disseminating information regarding diversity and equity, recommending meaningful strategies for improvement, overseeing the implementation of the charge college-wide, and ensuring compliance with relevant laws and regulations.

The committee is also responsible for overseeing the development, implementation, and evaluation of all college-wide diversity/equity plans in accordance with Title 5, other federal and state regulations, and GCCCD Diversity Vision and Mission statements. The DEIC promotes acceptance of people of diverse age, ancestry, color, disability, ethnicity, perspective, national origin, religion, gender, sexual orientation, education, employment status, appearance, and socioeconomic status. The goal of the DEIC is to create a welcoming and inclusive educational environment conducive to student success, where all feel safe, valued and respected.

Membership

Administrative Tri-Chair - Selected from and elected by the DEIC membership

Faculty Tri-Chair - Selected from and elected by the DEIC membership

Classified Tri-Chair – Selected from and elected by the DEIC membership

Classified Staff , 3 representatives appointed by the Classified Senate (classified tri-chair selected from this group),

Faculty, 4 representatives, including at least one part-time faculty as recommended by the Part-time Faculty Issues Committee with all faculty appointed by the Academic Senate (faculty tri-chair selected from this group),

Student Success Committee, 1 representative appointed by the Student Success Committee

Administrators, 3 representatives, at least one from AA and one from SS (administrative tri-chair selected from this group)

Associated Students, Grossmont College Representatives , 2 representatives

Additional resource people as needed

Cuyamaca College DEI Committee

Purpose

The charge of the Diversity Equity and Inclusion Committee (DEIC) is to build a culture of inclusivity that promotes a global consciousness in the college District and community. Its objective is to provide a welcoming environment that fosters cultural competence, equity and respect for all employees and students.

The committee is responsible for assessing progress and disseminating information regarding diversity and equity, recommending meaningful strategies for improvement, overseeing the implementation of the charge districtwide, and ensuring compliance with relevant laws and regulations.

The committee is also responsible for writing plans in accordance with Title 5 or other federal and state regulations, and the District diversity, vision, and mission. The DEIC promotes acceptance of people of diverse age, ancestry, color, disability, ethnicity, perspective, national origin, religion, gender, sexual orientation, education and socioeconomic status. The goal of the DEIC is to create a welcoming and inclusive educational environment conducive to student success, where all feel safe, valued and respected.

Membership

Chair: Elected by committee

Vice-Chair: Elected by committee

Institutional Research, Planning & Institutional Effectiveness representative

Department of Employment Services representative

Grossmont College, 3-5 representatives

Cuyamaca College, 3-5 representatives

District Services, 3-5 representatives

Grossmont College student representative

Cuyamaca College student representative

District Services DEI Committee

Purpose

The charge of the District Services Diversity, Equity, and Inclusion Committee (DSDEIC) is to build a culture of inclusivity that promotes global consciousness within District Services and our community. Its objective is to provide a welcoming environment that fosters cultural competence, equity, and respect for all employees and students.

The committee is responsible for:

1. Assessing progress toward and disseminating information regarding diversity and equity
2. Recommending meaningful strategies for improvement of diversity, equity and inclusion
3. Overseeing the implementation of the committee charge across District Services
4. Ensuring compliance with relevant laws and regulations

The committee is also responsible for overseeing the development, implementation, and evaluation of all District Services diversity/equity plans in accordance with Title 5, other federal and state regulations, and the GCCCD diversity vision and mission statements.

The DSDEIC promotes acceptance of people of diverse age, ancestry, color, disability, ethnicity, perspective, national origin, religion, gender, sexual orientation, education, and socioeconomic status. The goal of the DSDEIC is to create a welcoming and inclusive educational environment conducive to employee and student success, where all feel safe, valued, and respected.

Membership

Administrative Co-Chair, a District Services supervisor or administrator, designated by the site administrator

Classified Co-Chair selected and appointed by the Classified Senate

Classified and/or Confidential Staff, 3 representatives

Supervisors and/or Administrators, 3 representatives

Additional resource people, as needed

District Accreditation Coordinating Council (DACC)

Charge

Coordinate activities and preparation for college accreditations from a districtwide perspective and makes recommendations to Chancellor's Extended Cabinet.

Membership

Chancellor, Chair
Vice Chancellor Business Services
President, Grossmont College
President, Cuyamaca College
Vice President Academic Affairs, Grossmont College
Vice President Instruction, Cuyamaca College
Accreditation Co-Chair, Grossmont College
Accreditation Co-Chair, Cuyamaca College
Senior Dean, Research, Planning & Institutional Effectiveness
Director of Communications and Public Information/Communications Specialists
Classified Senate President
Consulting Members

Subcommittees

Recommendations from the following subcommittees are forwarded to the District Accreditation Coordinating Council:

- Grossmont College Accreditation Steering Committee
- Cuyamaca College Accreditation Steering Committee

Membership in the subcommittees is identified in April for the next academic year.

Protocols for District Consultation Councils and Committees

Council meetings are open meetings and may be attended by any interested person from the District or the community.

Duties of Members

Members of the District councils and committees (c/c) serve as representatives of their constituencies and as such, voice the perspectives of those they represent as well as provide feedback to their colleagues.

Any c/c member may place an item on the agenda, bearing in mind that it should address the stated purpose and activities of the respective c/c.

Attendance is mandatory for members of the District c/c's and substitutes are permissible with approval of the c/c chair. The Chancellor may appoint an interim member when a position is vacant. Members are expected to be conversant with issues and are expected to engage in discussion and to express the perspectives of the represented constituents. Members are also responsible for keeping constituents informed on matters of the c/c and for soliciting input to inform the decision-making process.

Resource Personnel

The c/c may enlist the assistance of persons with specialized knowledge or expertise to address specific agenda items. Such persons will be identified as "Resource Personnel" on the agendas and may not address any item on the agenda other than their own unless asked to do so by the councils.

Procedures for District Consultation Councils and Committees

Recommendations of the c/c to the Chancellor are developed by consensus.

If a recommendation from the c/c requires action by the Board of Trustees, the Chancellor reviews the recommendation and if he/she approves it, forwards it to the Board for their review and approval.

If the Chancellor does not concur with the recommendation, then it is either returned to the appropriate c/c that developed the recommendation with the Chancellor's feedback for further consideration or it is forwarded to the Board with rationale for disapproval from the Chancellor. In reporting to the Board, the Chancellor will provide a full accounting of the varying points of view and the rationale for the recommendation is presented without prejudice.

If the recommendation from the c/c is related to an operational issue or other area of responsibility delegated to the Chancellor by the Board, the Chancellor reviews the recommendations and does one of the following:

- Approves the recommendation and directs implementation; or
- Makes minor modifications, directs implementation, and notifies the c/c about the minor modification; or
- Returns the recommendation to the c/c that developed the recommendation for further consideration.

Meeting Notes

Notes of c/c meetings in the form of meeting summaries shall be recorded by a designated recorder and are subject to review and approval by the c/c chair. These summaries are posted on the employee intranet under c/c's and committees following the meeting.

Executive Leadership

Chancellor's Cabinet

Charge

Members of Chancellor's Cabinet play a central role in executive leadership of the District. They contribute to administrative decisions to carry out the missions of the District and colleges and create an institutional culture reflecting District values of excellence, trust, stewardship, and service.

Membership

- Chancellor, Chair
- President, Cuyamaca College
- President, Grossmont College
- Vice Chancellor, District Services
- Vice Chancellor, Human Resources

Chancellor's Extended Cabinet

Charge

To review administrative, policy, and procedural issues, discuss items of concern to the District, and make recommendations to the Chancellor's Cabinet regarding those issues.

Membership

- Chancellor, Chair
- President, Cuyamaca College
- President, Grossmont College
- Vice Chancellor, District Services
- Vice Chancellor, Human Resources
- Vice President, Administrative Services, Cuyamaca College
- Vice President, Administrative Services, Grossmont College
- Vice President, Instruction, Cuyamaca College,
- Vice President, Academic Affairs, Grossmont College
- Vice President, Student Services, Cuyamaca College
- Vice President, Student Services, Grossmont College
- Associate Vice Chancellor, District Services
- Director, Employee and Labor Relations

Subcommittees

Recommendations from the following subcommittees are forwarded to Chancellor's Extended Cabinet:

- District Accreditation Coordinating Committee

Governance and Organizational Groups Meeting Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
1st week of the month				
<ul style="list-style-type: none"> • Chancellor's Cabinet 			<ul style="list-style-type: none"> • Extended Cabinet • DEI Council 	
2nd week of the month				
<ul style="list-style-type: none"> • Chancellor's Cabinet • DEC • DSP&BC 	<ul style="list-style-type: none"> • DS DEI Committee 		<ul style="list-style-type: none"> • DACC 	
3rd week of the month				
<ul style="list-style-type: none"> • Chancellor's Cabinet 	<ul style="list-style-type: none"> • Governing Board 		<ul style="list-style-type: none"> • GC DEI Committee • CC DEI Committee • ITAC 	<ul style="list-style-type: none"> • ATAC
4th week of the month				
<ul style="list-style-type: none"> • Chancellor's Cabinet • DCEC 				

Note:

- **Academic Calendar Committee** meets annually in September or October
- **Institutional Research & Planning Committee** meets once a semester with additional meetings as needed
- **District Emergency Preparedness Committee** —annual coordination meeting

Appendices

California Code of Regulations – Title 5 (Collegial Consultation)

- Academic Senate (Title 5, Sections 53200—53206)
- Faculty (Title 5, Section 51023)
- Staff (Title 5, Section 51023.5)
- Students (Title 5, Section 51023.7)

GCCCD Board Policy 2510 Participation in Local Decision-Making—Academic Senates

GCCCD Board Policy 2515 Participation in Local Decision Making—Staff

GCCCD Board Policy 2520 Participation in Local Decision Making—Students

GCCCD Board Policy 2200 Board Duties and Responsibilities

GCCCD Board Policy 2430 Delegation of Authority to Chancellor

GCCCD Board Policy 5400 Associated Student Government Associations

District Board Policies and Administrative Procedures are available online at:

<http://www.gcccd.edu/governing-board/policies-and-procedures.html>

District Organization Charts are available online at:

- Organization chart links: <http://intranet.gcccd.edu/employee-resources/organization-charts.html>
- District overall chart: http://intranet.gcccd.edu/employee-resources/documents/organization-charts/district/D1_GCCCD.pdf

Back page - Insert design

District Services

8800 Grossmont College Drive
El Cajon, CA 92020
619-644-7010
<http://www.gcccd.edu/>

Grossmont College

8800 Grossmont College Drive
El Cajon, CA 92020
619-644-7000
<http://www.grossmont.edu/>

Cuyamaca College

900 Rancho San Diego Parkway
El Cajon, CA 92019
619-660-4000
<http://www.cuyamaca.edu/>

Insert Governing Board Member and Chancellor Information