Mission Statement, Vision & Values

Mission

The mission of the Shasta-Tehama-Trinity Joint Community College District is to provide students of diverse backgrounds, interests, and abilities with open access to educational and life-long learning opportunities, thereby contributing to the social, cultural, and economic development of our region. The District offers programs and extensive distance education offerings in general education and transfer curriculum, career-technical education, and basic skills education where students are provided opportunities to practice and improve critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills.

Vision

Shasta College is a nationally recognized model community college engaging its communities through innovation in student learning and growth.

Values

Student Learning and Growth – Create an academic and cultural environment that provides, promotes and enhances opportunities for student learning and growth.

Quality Staffing – Attract, retain and develop an exceptional group of diverse employees who support student learning and growth.

Fiscal Integrity – Ensure the fiscal integrity of the District to fulfill its mission.

Community Connection – Foster the community’s awareness, excitement and appreciation of Shasta College, its students and its programs.

Positive Campus Climate – Cultivate and embrace an environment that enhances student and employee well-being.

Institutional Goals and Institutional Student Learning Outcomes

Institutional Goals 2012-2030

1. Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.

2. Shasta-Tehama-Trinity Joint Community College District will use technology and other innovations to provide students with improved access to instruction and student services across the District’s large geographic area.

3. Shasta-Tehama-Trinity Joint Community College District will increase students’ academic and career success through civic and community engagement with educational institutions, businesses and organizations.

4. Shasta-Tehama-Trinity Joint Community College District will institutionalize effective planning practices through the implementation, assessment, and periodic revision of integrated planning processes that are transparent and participatory and that link the allocation of resources to planning priorities.

Institutional Student Learning Outcomes

- Critical Thinking
- Information Competency
- Effective Communication
- Quantitative Reasoning
- Self-Efficacy
- Workplace Skills
- Community and Global Awareness
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LETTER FROM THE SUPERINTENDENT/PRESIDENT

June 4, 2013

Dear College Community:

This document, the College’s first Participatory Governance Manual, is the product of many months of conversation, drafting, revising and review by all constituencies at Shasta College. The process used to produce this manual, therefore, exemplifies the “participatory governance” that it describes. We are pleased to present it to the entire District.

At its best, participatory governance is an inclusive and comprehensive process that produces excellent results for our students and our institution. We believe that the decision-making models described in this manual will guide us in the future and assist us in difficult choices that may lie ahead. Ideally, after reading the manual, all employees and students will understand their roles in governance at the College and ultimately will find that their input is valued.

Although we created this manual to meet accreditation requirements, we foresee that it will be useful beyond that purpose. It will be used to identify the correct process for each type of decision; to explain the purposes of our various committees; and to encourage participation by each reader at the appropriate points in the decision-making process. While we may make changes based on feedback from the College community, we believe the basic framework will hold.

Many thanks to all of you for your input into this Participatory Governance Manual and into the continuing efforts to enhance the excellence of what we do at Shasta College to serve our students.

Joe Wyse
Superintendent/President
INTRODUCTION AND PURPOSE

This document serves as an overview of the participatory governance process and the linkage to the various campus committees. It serves as a model to facilitate broad participation and communication by all members of the college community including students, faculty, staff and administration while demonstrating how various constituent groups and committees are interconnected. The purpose of the campus committees/councils in the governance process is to assist in campus dialogue and to make recommendations to the District Superintendent/President.

This model was developed to facilitate campus-wide involvement, and to foster participation in decision making at the institution. The Academic Senate has rights and responsibilities within participatory governance that are defined by AB1725 and are reflected in Title 5, California Code of Regulations, Section 53200 (appendix A). Participatory governance at Shasta College must function amicably with, but apart from, collective bargaining laws and the negotiated agreements between the bargaining units. The California School Employees Association (CSEA) represents classified staff and the California Teachers Association (CTA) represents the faculty in all matters pertaining to hours, wages, and working conditions.

OVERVIEW OF DECISIONS AT THE COLLEGE

Various decisions are made daily at Shasta College, not all of which can or should follow the integrated planning processes. In some cases, education laws may dictate another process, or the urgency of the decision may require more expedient action. In addition, most staff have different levels of authority for decision-making within their areas. For example, a faculty member has authority to decide how to reach student learning outcomes, but cannot decide to stop following the course outline of record. Most classified staff can decide how to organize their work, but cannot decide to ignore or miss deadlines. And managers often can decide how to re-allocate funds within their budgets, but cannot decide to augment their budgets without approval.

The following list attempts to categorize the most common types of decisions and/or guidelines that should be involved:

- **Negotiated agreements**: Classified staff and faculty each have a union charged with negotiating about working conditions, salary, and other related issues. Negotiations take place on a strict schedule and involve designated employees to represent the District and the union negotiating.

- **Academic Senate purview**: Within the California community colleges, the Academic Senate has some level of authority for specific decisions, often referred to as “10 + 1.” Each college was given the authority to determine whether to have its Board “rely primarily” on Senate recommendations or reach “mutual agreement.” At Shasta College, Board Policy 2510 governs Senate decisions; parts are quoted below:
Academic Senate(s) (Title 5, Sections 53200-53206)

1. The administration of the College and the Governing Board shall rely primarily on the advice and judgment of the Academic Senate regarding the academic and professional matters listed below:
   a. Curriculum, including establishing prerequisites and placing courses with disciplines
   b. Degree, certificate requirements, and grading policies

Mutual Agreement Areas:

The District Governing Board, or such representatives as it may designate, and the representatives of the Academic Senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the Governing Board for the following matters.

- Educational program development.
- Standards or policies regarding student preparation and success.
- District and College governance structures, as related to faculty roles.
- Faculty roles and involvement in accreditation processes, including self-study and annual reports.
- Policies for faculty professional development activities.
- Processes for program review.
- Processes for institutional planning and budget development.
- Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate.

Student authority: Students have been given some restricted authority, such as levying certain fees on themselves, as well as the ability to participate in developing policies and procedures that affect them.

Students (Title 5, Section 51023.7)

College policies and procedures that have or will have a “significant effect on students” include the following:
1. grading policies;
2. codes of student conduct;
3. academic disciplinary policies;
4. curriculum development;
5. courses or programs which 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 college policy, procedure, or related matter that the District Governing Board determines will have a significant effect on students.
The Governing Board shall give reasonable consideration to recommendations and positions developed by students regarding college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

Emergency situations:
The Superintendent/President possesses the authority to make decisions to deal with emergency situations, such as authorizing repairs, personnel expenses or other necessary actions. In these situations, the Superintendent/President may take immediate action.

In the event of a catastrophe, the Superintendent/President or designee is responsible for establishing and maintaining a central command post for the purpose of coordinating communications and support efforts. Depending on the type of emergency, the central command post may be established in the President’s Office, the Campus Safety Office or the Physical Plant Division Office. The command post shall consist of the following individuals: Superintendent/President or Designee, Vice President of Academic Affairs, Vice President of Administrative Services, Vice President of Student Services, Director of Physical Plant Services, Director of Campus Safety and the Fire Chief. The command group has the authority to declare emergencies, make policy decisions, commit resources, obligate funds, and obtain the resources necessary to protect the campus community. The responsibility for the decision to evacuate and to reoccupy buildings and the campus rests with the Superintendent/President or designee. The Superintendent/President or designee is responsible to act as the District’s spokesperson when addressing the various media regarding campus emergencies.

Augments:
At Shasta College, managers may request augments to support initiatives documented in their Annual Area Plans. Initiatives are prioritized by the appropriate council and then forwarded to College Council for final prioritization. Once a Prioritized Action Plan is approved the Superintendent/President will make the final determination as to which initiatives will be supported with new funds in the following year. In the case where an emergency augmentation is needed, the manager will forward the request to the appropriate Vice President with a detailed explanation of their need. The Superintendent/President then makes the final determination as to whether or not to grant the augmentation.

Management Staff:
The management staff also participates in the decision making process at Shasta College. The Superintendent/President is responsible to identify those to be included in the management processes and clearly determine what their roles will be within the structure. Since policy implementation is regularly delegated to managers it is critical that they be involved in developing policies and procedures at the college.
Ensuring that the decision making process works is a primary task of the Superintendent/President/CEO. Although regulations delegate participation in decision-making to others, they do not supersede the Superintendent/President’s responsibility to make decisions. The Superintendent/President is accountable to the Board of Trustees and District for the outcomes of those decisions. Additionally, the Superintendent/President has responsibility for establishing timelines, developing structures and processes, and providing information to the campus community. The Superintendent/President is the critical link between constituencies and the Board of Trustees and usually serves as the designee of the Board in governance matters.

Ideally, the Superintendent/President and the various constituent groups are in agreement. However, if agreement is not reached or not reached in a timely manner, the Superintendent/President still has the responsibility for taking action or making a final decision. In doing so, the Superintendent/President should communicate with constituent groups on his/her recommended action. If the decision requires Board approval, the decision of the Board of Trustees is final and the Superintendent/President then has the responsibility for implementing that decision through established processes.

College Council in collaboration with the Superintendent/President will be responsible for reviewing and recommending changes to this document.
PARTICIPATORY COMMITTEE STRUCTURE

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
Participatory Committee Structure

Academic Senate
AB 1725

Accreditation Steering Committee
Educational Master Plan and Strategic Plan Progress

Superintendent/President

College Council

Instructional Council

Enrollment Management Committee

Program Improvement Committee

Distance Education Committee (Joint)

Administrative Services Council

Faculty and Staff Diversity Committee

Professional Development Committee

Technology Planning Committee

Facilities Planning Committee

Sustainability Committee

Budget Committee

Student Services Council

Student Success Committee (Joint)

Student Equity Committee

Student Senate Organization

Student Senate

Ed Code 76060

4-30-13
Purpose and Responsibilities

The primary purposes of the Academic Senate, as outlined in Title 5, Section 53200 of the California Code of Regulations, are to consult collegially with and make recommendations to the Board of Trustees or its designee with respect to District-wide academic and professional matters, and to represent the faculty of Shasta College in the formation of statewide policies on academic and professional matters. The Academic Senate shall:

A. Represent the faculty of Shasta College in the formation and implementation of District policies on the following academic and professional matters:
   - Curriculum, including establishing prerequisites;
   - Degree and certificate requirements;
   - Grading policies;
   - Educational program development;
   - Standards or policies regarding student preparation and success;
   - College governance structures, as related to faculty roles;
   - Faculty roles and involvement in accreditation processes;
   - Policies for faculty professional development activities;
   - Processes for program review;
   - Processes for institutional planning and budget development;
   - Other academic and professional matters as mutually agreed upon; and
   - Provide annual report on Student Learning Outcomes (SLOs).

B. Actively participate at the state level with the state Academic Senate for California Community Colleges (ASCCC)

Standing subcommittees, affiliate and joint committees:

<table>
<thead>
<tr>
<th>Curriculum Committee</th>
<th>SLO Committee</th>
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<tbody>
<tr>
<td>Distance Education</td>
<td>Student Success Committee</td>
</tr>
<tr>
<td>General Education</td>
<td>Textbook Committee</td>
</tr>
<tr>
<td>Scholastic Standards</td>
<td></td>
</tr>
</tbody>
</table>

Reporting

The Academic Senate makes recommendations to the Superintendent/President and the Board of Trustees.

<table>
<thead>
<tr>
<th>Executive Committee Membership</th>
<th>1 President</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Past President</td>
</tr>
<tr>
<td></td>
<td>1 Vice President</td>
</tr>
<tr>
<td></td>
<td>1 Secretary</td>
</tr>
<tr>
<td></td>
<td>11 Division Representatives</td>
</tr>
<tr>
<td></td>
<td>7 At-Large Faculty Representatives</td>
</tr>
<tr>
<td></td>
<td>3 Adjunct Representatives</td>
</tr>
<tr>
<td></td>
<td>4 Co-chairs of Standing Committees (non-voting)</td>
</tr>
<tr>
<td></td>
<td>1 Vice President of Academic Affairs (non-voting)</td>
</tr>
<tr>
<td>Membership</td>
<td>Every full time and adjunct faculty member employed by Shasta College whose assignment is not designated supervisory, managerial, or administrative, shall be considered a member of the Academic Senate.</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Chair</td>
<td>The President of the Academic Senate shall be elected by the Executive Committee from the membership of the full-time faculty. The President shall be elected by the Executive Committee using plurality voting.</td>
</tr>
</tbody>
</table>
ACCREDITATION STEERING COMMITTEE

Purpose and Responsibilities

The Accreditation Steering Committee is a sub-committee of the College Council and was established in accordance with Shasta College’s 2009-2012 Strategic Plan. The College Council is responsible to set the composition of the committee. The Committee will act as the primary oversight and planning committee for accreditation purposes, studies, reports, and issues. The charge of the Committee as set forth by the College Council is to:

- Review the college’s progress in meeting accreditation standards and recommendations;
- Report its findings to the College Council, and to the Board if needed;
- Organize, direct, and review the college self-study processes and reports;
- Recommend participants for self-study committees;
- Define self-study committee roles, responsibilities and expectations; and
- Review and be familiar with previous college accreditation reports, ACCJC standards, and college planning documents (i.e. Educational Master Plan, Strategic Plan, Program Review, etc.).

Reporting

The Accreditation Steering Committee reports and makes recommendations to the College Council.

<table>
<thead>
<tr>
<th>Membership</th>
<th>1 Vice President of Academic Affairs / Liaison Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Instruction Administrator</td>
</tr>
<tr>
<td></td>
<td>1 Student Services Administrator</td>
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<tr>
<td></td>
<td>1 Administrative Services Administrator</td>
</tr>
<tr>
<td></td>
<td>1 Research &amp; Planning Administrator</td>
</tr>
<tr>
<td></td>
<td>3 Faculty Representatives</td>
</tr>
<tr>
<td></td>
<td>2 Classified Representatives</td>
</tr>
<tr>
<td></td>
<td>1 Confidential Classified Representative</td>
</tr>
<tr>
<td></td>
<td>1 Student Representative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair</th>
<th>1 Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Faculty Member (Co-Chair)</td>
</tr>
</tbody>
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Shasta-Tehama-Trinity Joint CCD (10) Participatory Governance Manual
ADMINISTRATIVE SERVICES COUNCIL

Purpose and Responsibilities

The Administrative Services Council was established to review and prioritize planning initiatives generated in the areas of Administrative Services, Human Resources, the President’s Office, and Information Services and Technology. The Administrative Services Council accepts information, reports, and recommendations from the Faculty and Staff Diversity Committee, Invest in Our People Committee, Technology Planning Committee, Facilities Planning Committee and the Sustainability Committee.

Reporting

The Administrative Services Council makes recommendations to the College Council.

| Membership                                      | 1 Vice President of Administrative Services |
|                                                | 1 Other Representative Administrative Services |
|                                                | 1 President/Superintendent                  |
|                                                | 1 Associate Vice President of Human Resources |
|                                                | 1 Associate Vice President of Information Services and Technology |

| Chair                                           | 1 Vice President of Administrative Services |
Purpose and Responsibilities

The scope and primary function of the Budget Committee is to:

- Inform the College Council on fiscal impact of plans and recommendations;
- Systematically assess the effective use of financial resources and use the results of the assessments as the basis for making recommendations to the College Council;
- Ensure that the budget planning process is timely, accurate, participatory, and comprehensive per the Integrated Planning Manual;
- Assure integration of fiscal planning into the college’s participatory planning process, specifically its inclusion in the development of strategic and educational planning;
- Review state budget allocations and their impacts on the college;
- Review tentative and final budgets for reasonableness of budget amounts and underlying assumptions; and
- Think from a District-wide perspective.

Reporting

The Budget Committee reports and makes recommendations to the College Council.

<table>
<thead>
<tr>
<th>Membership</th>
<th>3 Administrator Representatives</th>
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<tbody>
<tr>
<td></td>
<td>3 Faculty Representatives</td>
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<tr>
<td></td>
<td>3 Classified Representatives</td>
</tr>
<tr>
<td></td>
<td>1 Student Representative</td>
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</table>

| Chair                              | 1 Vice President of Administrative Services |
Purpose and Responsibilities

The College Council is the central participatory planning committee for Shasta College and is a key component of Shasta’s integrated planning and institutional review processes. The College Council is responsible for establishing the institution’s direction by developing the institutional mission statement and long-term goals, in concert with the Governing Board and Accreditation Standards.

The College Council will act as the primary participatory college committee specifically to:
- Advocate for effective college planning processes being in place and used;
- Oversee the development of the college’s strategic plan and educational master plan and provide progress reports;
- Develop Prioritized College-wide Annual Action Plan and make recommendations to the Superintendent/President regarding budgeting, staffing, equipment and facilities based on an analysis of information received from college committees and bodies;
- Review the college Mission Statement at least once every three years and ensure alignment of the college mission and goals with the State Community College mission and goals;
- Analyze for recommendation the District’s Board Policies and Administrative Procedures to ensure development based upon a culture of evidence and consultation with constituencies;
- Establish ad-hoc committees, sub-committees, and task forces where and when appropriate; and
- Communicate ideas and recommendations to the college community.

Reporting

The College Council reports and makes recommendations to the Superintendent/President.

<table>
<thead>
<tr>
<th>Membership</th>
<th>10 Voting Members:</th>
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<tbody>
<tr>
<td>3 Administrator Representatives</td>
<td></td>
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<tr>
<td>3 Faculty Representatives (one will be the AS Pres.)</td>
<td></td>
</tr>
<tr>
<td>2 Classified Representatives</td>
<td></td>
</tr>
<tr>
<td>1 Confidential Classified Representative</td>
<td></td>
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<tr>
<td>1 Student Representative</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4 Non-Voting Members:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Superintendent/President</td>
</tr>
<tr>
<td>3 Administrators appointed by the President</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Administrative Representative</td>
</tr>
<tr>
<td>1 Faculty Member (Co-Chair)</td>
</tr>
</tbody>
</table>
**DISTANCE EDUCATION COMMITTEE**

**Purpose and Responsibilities**

The Shasta College Distance Education Committee (DEC) was formed in 1997 to review issues of concern and to formulate recommendations affecting policy, budget, purchasing, staffing, and planning decisions of online and interactive television delivery of instruction.

Distance education is defined as instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. This includes online, hybrid, and web enhanced instruction in addition to instruction using the college’s extensive interactive television (ITV) network. The DEC consists of 20 voting members.

**Reporting**

The Distance Education Committee reports and makes recommendation to the Vice President of Academic Affairs, the College Council, and the Academic Senate.

<table>
<thead>
<tr>
<th>Membership</th>
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</table>
| 1 Dean of Extended Education (Co-Chair)  
| 1 Associate Vice President of Information Services & Technology  
| 1 Student Service Administrator  
| 1 Vice President of Academic Affairs (*ex officio*)  

**Faculty Representatives from Academic Divisions**

| 2 from Arts, Communication & Social Sciences  
| 2 from Business, Agriculture, & Industrial Technology  
| 1 from Health Sciences & University Programs  
| 2 from Science, Language Arts, & Mathematics  
| 2 from Safety, Physical Education & Consumer Sciences  
| 1 Counseling Representative  
| 2 At-Large Representatives  
| 1 Adjunct Faculty Representative  
| 1 Library Services Representative  

**Staff**

| 1 Web Specialist Representative  
| 1 Technology Representative  
| 1 DSPS Representative  

**Students**

| 2 Student Representatives (*ex officio*)  

<table>
<thead>
<tr>
<th>Chair</th>
</tr>
</thead>
</table>
| 1 Faculty Member  
| 1 Dean of Extended Education (Co-Chair) |
Purpose and Responsibilities

The Enrollment Management Committee was formed at Shasta College with the charge to increase enrollment. As a participatory committee of the college, the Enrollment Management Committee is comprised of thirteen - fifteen voting members, and their primary focus is to:

- Develop and implement an Enrollment Management Plan;
- Initiate research on scheduling, instruction and student support strategies to enhance student access, success, retention, persistence and goal attainment, particularly as these items relate to objectives in the Strategic Plan;
- Solicit input from Instructional Council, Student Services Council, College Council, and the Academic Senate on areas to research and make recommendations;
- Make recommendations to Instructional Council and Student Services Council; and
- Make recommendations to Academic Senate in matters which fall under the purview of the Academic Senate.

Reporting

The Enrollment Management Committee reports and makes recommendations to Instructional Council and, as appropriate, Academic Senate.

| Membership                                      | 1  Dean of Enrollment Services |
|                                                | 2  Instructional Deans          |
|                                                | 6-8  Faculty Representatives   |
|                                                | 2  Classified Representatives  |
|                                                | 1  Research / IT Representative|
|                                                | 1  Student Representative      |

| Chair                                           | 1  Dean of Enrollment Services |
|                                                | 1  Instructional Dean (Co-Chair)|
FACILITIES PLANNING COMMITTEE

Purpose and Responsibilities

The Facilities Planning Committee is an integral part of the college’s planning model and will be responsible for the development and submission of the Facilities Master Plan for District approval. As part of the college’s planning model, the Committee’s role is:

- Assess the effective use of physical resources and, when requested, provide recommendations to college constituent groups;
- Provide recommendations to the College Council and Budget Committee on facilities plans and needs;
- Ensure facility planning is participatory and comprehensive;
- Assure integration of facility planning in the District-wide planning process; and
- Recommend facility-related priorities within the District.

Reporting

The Facilities Planning Committee reports and makes recommendations to the Administrative Services Council.

<table>
<thead>
<tr>
<th>Membership</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Director of Physical Plant</td>
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<tr>
<td>1 Dean of Extended Education</td>
<td></td>
</tr>
<tr>
<td>1 Associate Vice President of Information Services &amp; Technology</td>
<td></td>
</tr>
<tr>
<td>2 Faculty Representatives</td>
<td></td>
</tr>
<tr>
<td>2 Physical Plant Representatives</td>
<td></td>
</tr>
<tr>
<td>1 Classified Representative</td>
<td></td>
</tr>
<tr>
<td>1 Vice President of Administrative Services (non-voting)</td>
<td></td>
</tr>
<tr>
<td>1 Physical Plant Secretary (non-voting)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Director of Physical Plant, ex officio</td>
<td></td>
</tr>
</tbody>
</table>
FACULTY AND STAFF DIVERSITY COMMITTEE

Purpose and Responsibilities

The Shasta-Tehama-Trinity Joint Community College District Faculty and Staff Diversity Plan (Plan) was adopted by the Governing Board on October 8, 2008. The Plan reflects the District's commitment to equal employment opportunity. It is the District's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment that is welcoming to all, will foster diversity, promote excellence, and provide a positive student learning experience.

The Faculty and Staff Diversity Committee shall take an active role in developing and implementing the District's Faculty and Staff Diversity Plan. The Committee will:

- Disseminate information to other members of the District and encourage two-way communication about the Faculty and Staff Diversity Plan;
- Assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures;
- Maintain liaison among community organizations, minority organizations, women's organizations, disability organizations, and other interested organizations on equal employment opportunity matters;
- Assist the Equal Employment Opportunity Officer by communicating diversity as an institutional goal and promoting good hiring practices;
- Assess faculty and staff development needs regarding equal employment opportunity; assist in offering courses and training on multicultural issues and upward mobility programs;
- Make recommendations to sponsor events or support special activities that promote equal employment opportunity, nondiscrimination, retention, and diversity; assist in planning and implementing such activities;
- Maintain and improve communications across campus about diversity issues and encourage diversification of the curriculum;
- Support the efforts of the Student Equity Committee in promoting multicultural awareness and sensitivity;
- Participate in screening and equal employment opportunity training programs;
- Serve in the search process as Equal Employment Opportunity Representatives for openings for faculty, administrators and classified staff. In that role, ensure that candidates are evaluated for their sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students;
- As an Equal Employment Opportunity Representative, monitor the search process to ensure compliance with the Faculty and Staff Diversity Plan and the Guide to Employee Selection handbook;
- Review and make recommendations to the administration regarding outreach efforts and recruitment standards; and
- Assist in the tenure review and peer review process for faculty and administrator's evaluations which address the demographics of the District and sensitivity to diverse needs of students to enhance quality and excellence in teaching.

### Reporting

The Faculty and Staff Diversity Committee reports and makes recommendation to the Administrative Services Council.

<table>
<thead>
<tr>
<th>Membership</th>
<th>1</th>
<th>Associate Vice President of Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>Classified Representatives</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Faculty Representatives</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Administrator Representatives</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Student Representative</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Faculty or Staff Representatives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Additional community-at-large representatives from underrepresented groups may be appointed by the Superintendent/President</td>
</tr>
</tbody>
</table>

| Chair                             | 1  | Associate Vice President of Human Resources |
INSTRUCTIONAL COUNCIL

Purpose and Responsibilities

The Instructional Council’s primary role is to work consultatively with the Vice President of Academic Affairs and the Academic Senate and its committees to achieve unity in the development, interpretation and implementation of instructional policy and procedures.

The Instructional Council will:

- Provide a forum to enhance administrative consistency and to ensure the effectiveness and efficiency of the operation of all instructional divisions;
- Provide an avenue for internal and external communication and collegial discussion of topics of interest to the Instructional Council;
- Encourage a pro-active approach to initiatives and challenges that provide opportunities for the improvement of instruction at Shasta College;
- Provide a Prioritized Annual Area Plan; and
- Assess and make appropriate recommendations to senior administration and the College Council regarding matters pertaining to instruction at Shasta College.

The Instructional Council accepts information, reports, and recommendations from the Enrollment Management, Distance Education and Program Improvement Committees.

Reporting

The Instructional Council reports and makes recommendations to the College Council.

| Membership                  | 1 Vice President of Academic Affairs  |
|                            | 6 Academic Deans                     |
|                            | 1 Associate Dean, CTE                |
|                            | 1 Academic Senate Representative     |
|                            | 1 Student Services Representative    |

| Chair                      | 1 Vice President of Academic Affairs, ex officio |
PROFESSIONAL DEVELOPMENT COMMITTEE

Purpose and Responsibilities

The Professional Development Committee's primary role is to identify, plan, and implement professional growth activities for all college employees. In support of the Shasta College Strategic Plan, the following goal outlines the Committee’s priorities:

Investing in our people (human capital development) is the cornerstone of the college's commitment to support all employees in their efforts to learn, create, and apply knowledge, skills, and abilities toward the betterment of the organization. The initiative implements a college-wide approach focused on employee development to meet individual and organizational needs in support of the college mission.

The Committee will:

- Establish strategies that support professional growth;
- Identify priorities and initiatives to meet those strategies;
- Seek and receive input/feedback from campus constituencies;
- Plan programs that implement the priorities and initiatives;
- Create subcommittees and task forces where and when appropriate;
- Communicate ideas and recommendations to the college community;
- Establish a professional growth website;
- Provide Staff Development Plan; and
- Wear the Shasta Hat!

Reporting

The Professional Development Committee reports and makes recommendation to the Administrative Services Council.

<table>
<thead>
<tr>
<th>Membership</th>
<th>3 Administrator Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 Faculty Representatives</td>
</tr>
<tr>
<td></td>
<td>2 Classified Representatives</td>
</tr>
<tr>
<td></td>
<td>1 Confidential Classified Representative</td>
</tr>
</tbody>
</table>

| Chair                               | Elected by Committee             |
PROGRAM IMPROVEMENT COMMITTEE

Purpose and Responsibilities

The Program Improvement Committee, or PIC, is defined by Administrative Procedure 4020-Program and Curriculum Development. Its purpose is to analyze and assess instructional programs that need to develop a plan of action that leads to program improvement. Such assessment may lead to one of three results: continue without qualification; continue with qualification; or discontinue.

Reporting

The Program Improvement Committee reports and makes recommendations to the Vice President of Academic Affairs.

| Membership                                      | 2 Division Deans  |
|                                                | 1 CTE Faculty Representative |
|                                                | 1 Transfer Faculty Representative |
|                                                | 1 Student Services Faculty Representative |
|                                                | 1 Academic Senate Representative |

| Chair                                           | 1 Division Dean |


STUDENT EQUITY COMMITTEE

Purpose and Responsibilities

The Shasta College Student Equity Plan reflects the District’s commitment and practice in providing all members of the college community an environment where faculty, staff and students can learn, work and interact with each other in a supportive and collegial manner.

The Student Equity Plan will address Shasta College’s college-based research and self-evaluation of key indicators of student achievement, specifically student access, course completion rates (retention), ESL and Basic Skills completion, degree and certificate completion, and transfer rates, and identify goals and activities that narrow the achievement gap among all student groups on our campus. The specific target groups that are reviewed in this plan will include African-Americans, American-Indians, Hispanics, Asians, and Students with Disabilities. The Student Equity Committee responsibilities are to:

- Continue to foster a diverse student body by identifying and removing barriers to student success, particularly for under-represented students;
- Increase credit course success rates for all courses;
- Increase success, retention and persistence in Basic Skills and ESL classes;
- Provide a Student Equity Plan; and
- Continue to identify strategies for successful completion of degrees and certificates.

Reporting

The Student Equity Committee reports and makes recommendations to the Student Services Council.

| Membership               | 2 Administrator Representatives |
|                         | 2 Faculty Representatives       |
|                         | 2 Classified Representatives    |
|                         | 2 Student Representatives       |
|                         | 2 Community Representatives    |

| Chair                  | 1 Vice President of Student Services |
|                       | 1 Classified Representative (Co-Chair) |
Purpose and Responsibilities

The purpose of the Shasta College Student Senate (SCSS) is to represent the students of Shasta College; to provide a vehicle for shared governance, student input, and participation in the affairs and activities of Shasta College as provided by the Education Code of the State of California. The SCSS functions for the good of the students to promote concerns and policies pertaining to the students of Shasta College and encourage student development and leadership.

Reporting

The Student Senate reports to the Student Services Council.

| Membership                      | 1 President  
|                                | 1 Vice President  
|                                | 1 Secretary  
|                                | 1 Treasurer  
|                                | 1 Justice  
|                                | 1 Public Relations Officer  
|                                | 1 Events and Activities Officer  
|                                | 1 Regional Affairs Officer  
|                                | 1 Shared Governance Officer  
|                                | 1 Faculty Advisor  
|                                | 10 Student Senator Positions *(non-voting)*  
| Chair                          | The President of the Senate will act as Chair  

STUDENT SERVICES COUNCIL

Purpose and Responsibilities

The mission of Shasta College Student Services is to provide comprehensive high quality programs, services, and guidance which contribute to the success of our students and empower them to make informed decisions to facilitate their learning and achieve their goals.

The Student Services Council (SSC) provides a forum for Deans and Directors working under the umbrella of the Student Services division to meet, plan, and evaluate strategies, activities, and programs designed to facilitate the success of Shasta College students. Responsibilities of the SSC are to:

- Review and prioritize Annual Area Plans and budget initiatives for areas within the Student Services division;
- Recommend student support strategies to enhance student access, equity, success, retention, persistence and goal attainment;
- Recommend and advise on long-range and short-term plans for the Student Services division;
- Review, recommend, and act upon policies and procedures that affect student services, student success, and student interests as they pertain to the campus and the District;
- Identify campus student services issues and develops policy initiatives and proposals for consideration by the College Council;
- Provide jurisdiction over all matters related to Student Services including policy guidance on Student Service related matters; and
- Accept information, reports, and recommendations from the Student Success Committee, the Student Equity Committee and Student Senate.

Reporting

The Student Services Council reports and makes recommendations to the College Council.

<table>
<thead>
<tr>
<th>Membership</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Vice President of Student Services</td>
<td></td>
</tr>
<tr>
<td>1 Dean of Enrollment Services</td>
<td></td>
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<tr>
<td>1 Director of Admissions and Records</td>
<td></td>
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<tr>
<td>1 Director of Financial Aid</td>
<td></td>
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<tr>
<td>1 Director of DSPS - EOPS/CARE</td>
<td></td>
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<tr>
<td>1 Program Director, Talent Search &amp; Coord. Dual Enrollm.</td>
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<tr>
<td>1 Program Director, Gateway to College</td>
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<tr>
<td>1 Program Director, TRiO Upward Bound</td>
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<tr>
<td>1 Project Coordinator, CalWORKs</td>
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<table>
<thead>
<tr>
<th>Chair</th>
<th></th>
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<tbody>
<tr>
<td>1 Vice President of Student Services</td>
<td></td>
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</tbody>
</table>
STUDENT SUCCESS COMMITTEE

Purpose and Responsibilities

The purpose of the Student Success Committee is to provide recommendations with respect to standards or policies regarding student preparation and success, including but not limited to improvements in services and programs for new students, Basic Skills students, and probation students. The primary focus of the committee will be to:

1. Recommend policies and procedures designed to increase the preparation and success of students;
2. Provide recommendations for implementation of legislation related to student success;
3. Provide oversight and direction of basic skills, matriculation and student success funding;
4. Provide Basic Skills Plan/Student Success Plan; and
5. Assess other matters related to student success, as appropriate.

Reporting

The Student Success Committee reports and makes recommendations to the Student Services Council.

<table>
<thead>
<tr>
<th>Membership</th>
<th>Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 Faculty Representatives (one from each division)</td>
</tr>
<tr>
<td></td>
<td>2 Counselor Representatives</td>
</tr>
<tr>
<td></td>
<td>1 Basic Skills Faculty Representative</td>
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<tr>
<td></td>
<td>1 English Faculty Representative</td>
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<tr>
<td></td>
<td>1 Math Faculty Representative</td>
</tr>
<tr>
<td></td>
<td>1 Librarian Representative</td>
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<tr>
<td></td>
<td>1 Student Success Coordinator</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Assessment Coordinator Representative</td>
</tr>
<tr>
<td>1 Director of Research &amp; Planning Representative</td>
</tr>
<tr>
<td>1 Technology Representative</td>
</tr>
</tbody>
</table>

| Chair                      | Chief Student Services Officer or administrative designee will act as Co-Chair |


Purpose and Responsibilities

The mission of the Sustainability Committee is to:

- Strengthen the sustainability of Shasta College operations, facilities, and educational services;
- Inspire a sustainability ethic or mindset in Shasta College employees, students, departments, and divisions with the intent of advancing the long-term viability of the local environment, community, and economy;
- Pursue funding for sustainability programs and opportunities; and
- Foster partnerships and educate in order to accelerate the adoption of sustainable practices by other organizations, neighborhoods, households, and individual citizens.

The role of the Sustainability Committee is to:

1. Advise the College Council on opportunities to make the District sustainable in its operations and activities;
2. Assure integration of sustainability planning into the college's participatory planning process, specifically its inclusion in the development of strategic and educational planning;
3. Facilitate integration of sustainability concepts into the curriculum;
4. Review District policies and procedures to facilitate creating a culture of sustainability;
5. Develop a strong identity of sustainability for Shasta College through outreach and marketing;
6. Integrate and collaborate with community sustainability efforts;
7. Advocate in the budget process by recommending the allocation of funds to support sustainable practices;
8. Work with the Shasta College Foundation, grant writers, consultants, the division of Economic and Workforce Development and other entities to explore funding and programmatic opportunities; and

Reporting

The Sustainability Committee reports and makes recommendations to the Administrative Services Council.
| Membership                          | 2 Administrator Representatives  
|                                    | 1 Foundation Representative  
|                                    | 2 Faculty Representatives  
|                                    | 2 Community Representatives  
|                                    | 1 Classified Representative  
|                                    | 1 Student Representative  
|                                    | 1 Superintendent/President, *ex officio*  

The Sustainability Committee will consist of ten members of an Executive Committee, one of which is *ex officio* (the District’s Superintendent/President). The Members-at-Large will be open to an undesignated number of people with at least two (2) CSEA members and two (2) students included.

| Chair                               | Executive Committee appoints with consent of Faculty Association, Classified, and Student in consultation with the Superintendent/President. |
Purpose and Responsibilities

Technology planning is an integral component of institutional planning at Shasta College. Technology is changing the way we reach our students both inside and outside the classroom and has the potential to fundamentally change the way we communicate, make decisions, and conduct our business as a California community college. The formalization of District technology planning was designed to make the process more visible and inclusive by ensuring broad participation. The District’s formal Technology Plan defines the direction of District technology, ensures that all stakeholders are represented, and documents the District’s technology needs through assessment and prioritization of identified initiatives. The Technology Planning Committee responsibilities are to:

- Produce a technology plan for the District;
- Act as a repository and communication point for technology related initiatives and information;
- Review and analyze suggested District technology initiatives;
- Prioritize technology initiatives for the District;
- Recommend prioritized technology initiatives to the College Council;
- Evaluate the success of adopted technology initiatives;
- Annually review the technology planning process and make improvements;
- Annually review the initiative prioritization methodology and make improvements; and
- Annually update the College Council.

Reporting

The Technology Planning Committee reports and makes recommendations to the Administrative Services Council.

<table>
<thead>
<tr>
<th>Membership</th>
<th>1 Associate Vice President of Information Services &amp; Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Co-Chair – Representative At-large selected by Committee</td>
</tr>
<tr>
<td></td>
<td>2 Instructional Technologies Representatives</td>
</tr>
<tr>
<td></td>
<td>2 Technology Infrastructure Representatives</td>
</tr>
<tr>
<td></td>
<td>2 Enterprise Systems Representatives</td>
</tr>
<tr>
<td></td>
<td>1 Committee Secretary – assigned by Committee Chair</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair</th>
<th>1 Associate Vice President of Information Services &amp; Technology, ex officio</th>
</tr>
</thead>
</table>
## PLANNING DOCUMENTS

<table>
<thead>
<tr>
<th>Responsible Committee or Council</th>
<th>Participatory Planning Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Services Council</td>
<td>Prioritized Annual Area Plan</td>
</tr>
<tr>
<td>College Council</td>
<td>Progress Report on EMP &amp; Strategic Plan</td>
</tr>
<tr>
<td>College Council</td>
<td>College Goals</td>
</tr>
<tr>
<td>College Council</td>
<td>Educational Master Plan</td>
</tr>
<tr>
<td>College Council</td>
<td>Mission Statement</td>
</tr>
<tr>
<td>College Council</td>
<td>Prioritized College-wide Annual Action Plan</td>
</tr>
<tr>
<td>College Council</td>
<td>Strategic Plan</td>
</tr>
<tr>
<td>Enrollment Management Committee</td>
<td>Enrollment Management Plan</td>
</tr>
<tr>
<td>Facilities Planning Committee</td>
<td>Facilities Master Plan</td>
</tr>
<tr>
<td>Faculty and Staff Diversity Committee</td>
<td>Staff Diversity Plan</td>
</tr>
<tr>
<td>Instructional Council</td>
<td>Prioritized Annual Area Plan</td>
</tr>
<tr>
<td>Invest in Our People Committee</td>
<td>Staff Development Plan</td>
</tr>
<tr>
<td>Student Equity Committee</td>
<td>Student Equity Plan</td>
</tr>
<tr>
<td>Student Services Council</td>
<td>Prioritized Annual Area Plan</td>
</tr>
<tr>
<td>Technology Planning Committee</td>
<td>Technology Plan</td>
</tr>
<tr>
<td><strong>Academic Senate</strong></td>
<td></td>
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<tr>
<td>SLO Committee</td>
<td>Annual Report on SLOs</td>
</tr>
<tr>
<td><strong>Joint Committees</strong></td>
<td></td>
</tr>
<tr>
<td>Student Success Committee</td>
<td>Basic Skills Plan/Student Success Plan</td>
</tr>
</tbody>
</table>
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
Division Assignments

Governing Board

Superintendent/President

Vice President of Academic Affairs

Dean Science, Language Arts and Math

Dean Social Sciences and Consumer Sciences

Dean Health Sciences

Dean Business, Agriculture, Industry and Technology/ Economic and Workforce Development

Dean Arts, Communications and Social Sciences

Dean Extended Education

Dean Library Services and Educational Technology

Disciplines:

- Adapted Studies
- American Sign Language
- Anatomy
- Anthropology
- Archaeology
- Astronomy
- Biological Sciences
- Botany
- Chemistry
- Earth Sciences
- Engineering
- English
- Foundation Skills
- Geography & Geospatial Technology
- Math
- Microbiology
- Natural History
- Natural Sciences
- Physics
- Political Science
- Psychology
- Sociology
- Zoology

- Accounting
- Agriculture
- Automotive Technology
- Business Administration
- Computer Information Systems
- Construction
- Diesel Technology
- Electronic Technology
- Energy Operations
- Industrial Technology
- Marketing
- NFN Coordination
- Office Administration
- Water Treatment Technology
- Welding Technology

- Dental Hygiene
- Health Occupations
- Nurse Aide / Home Health Aide (CNA)
- Nursing – Registered Nursing
- Nursing – Vocational Nursing
- VTEA Coordination

- Administration of Justice
- Culinary Arts
- Dietary Service Supervisor
- Early Childhood Education
- Family Studies & Human Services
- Fire Technology
- Firefighter I/II/EMT
- Heat and Power Technology
- Hospitality
- Hospitality
- Physical Education – Athletics
- Workplace Learning – General

- Adaptive Studies
- American Sign Language
- Anatomy
- Anthropology
- Art
- Archaeology
- Astronomy
- Biological Sciences
- Botany
- Chemistry
- Earth Sciences
- Engineering
- English
- Foundation Skills
- Geography & Geospatial Technology
- Math
- Microbiology
- Natural History
- Natural Sciences
- Physics
- Political Science
- Psychology
- Sociology
- Zoology

4-30-13
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
Academic Affairs
Business, Agriculture, Industry and Technology (BAIT)

Vice President of Academic Affairs
Dean
Business, Agriculture, Industry and Technology

FACULTY
CIS/Business
Diesel/Industrial Technology
Equipment Technology
Horticulture
Natural Resources
OAS
Welding Technology
Accounting
Agriculture
Business
Business
Business
Business
CIS

CLASSIFIED STAFF
Farm Lab Coordinator
Inst. Paraprofessional
Administrative Assistant
Administrative Assistant

4-30-13
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT

Student Services
Residence Halls/Student Housing
Board Policy 2430 – Delegation of Authority to Superintendent/President

Reference: Education Code Sections 70902(d), 72400; Accreditation Standard IV

The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Board delegates authority to the Superintendent/President to authorize employment, fix job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations and board policies and administrative procedures have been followed, “Subject to confirmation by the Board.”

The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board, including the administration of colleges and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Superintendent/President is empowered to reasonably interpret board policy. In situations where there is no board policy direction, the Superintendent/President shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written board policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The Superintendent/President shall make available any information or give any report requested by the Board and provide any supporting information as to the reasons which constituted the administrative decision or recommendation.

The Superintendent/President shall act as the professional advisor to the Board in policy formation.

Administrative Leeway in Absence of Board Policy

When situations arise which require either a governing board or an administrative decision, and there is in existence no specific College policy to guide the Superintendent, the Superintendent shall be authorized to act in conformance with the intent of other adopted policies and actions or practices of the past. He/she shall report such actions to the governing board and shall recommend where appropriate, the development of policy to cover such situations.

Board Approved 4/11/01
Board Approved Rev. 6/11/03
Reviewed by the Board Ad Hoc Comm. on Policy 8/8/07
Reviewed by the Board Ad Hoc Comm. on Policy 11/14/07
Board Approved Revisions 6/11/08
Board Policy 2510 – Participation in Local Decision Making

Reference: Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq. (Academic Senate), 51023.5 (staff), 51023.7 (students)

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative procedures for the Superintendent/President’s action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the district:

Academic Senate(s) (Title 5, Sections 53200-53206)

2. The administration of the College and the Governing Board shall rely primarily on the advice and judgment of the Academic Senate regarding the academic and professional matters listed below:
   a. Curriculum, including establishing prerequisites and placing courses with disciplines
   b. Degree, certificate requirements, and grading policies

3. General Statement of Policy for Reaching Mutual Agreement

It is agreed that the following general guidelines and principles be adhered to:
   a. Participants must be free to communicate all aspects of any discussion with their principals.
   b. Since this process is not adversarial, proposals should be presented in complete a form as possible.
   c. Proposals should be publicly transmitted in writing from one party to the other.
      1. Requests from the Administration shall be made by the Superintendent to the President of the Academic Senate.
      2. Requests from the Academic Senate shall be made by the President of the Academic Senate to the Superintendent.
      3. Either party has the right to initiate communication.
      4. To insure more complete communication, the Senate President will be given the opportunity to review the tentative Governing Board agenda prior to its final preparation.
   d. Each party should strive to arrive at agreement in a timely fashion.
      1. In ordinary circumstances, there should be no more than a 3-week interval between the transmission of positions.
      2. In ordinary circumstances, the Senate will require two meetings before responding (one to introduce the issue to the Committee and one to act
on it). The Executive Committee meets twice monthly during the academic year.
3. In special circumstances, the President of the Academic Senate may call special meetings of the Executive Committee to shorten the time between responses and decisions.
4. If appropriate, the Executive Committee will refer action to a standing committee.
5. If one party appears to be dilatory, public fact may be made if private efforts have not been effective in advancing the process.

   e. All final agreements will be put in writing and made a part of the Shasta College Governing Board’s records.

Mutual Agreement Areas:

The District Governing Board, or such representatives as it may designate, and the representatives of the Academic Senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the Governing Board for the following matters:

- Educational program development.
- Standards or policies regarding student preparation and success.
- District and College governance structures, as related to faculty roles.
- Faculty roles and involvement in accreditation processes, including self-study and annual reports.
- Policies for faculty professional development activities.
- Processes for program review.
- Processes for institutional planning and budget development.
- Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate.

Policies and procedures adopted by the Academic Senate:

- Academic Honesty Violation Procedure
- Academic Renewal Procedure
- Articulation of High School Courses
- Adjunct Faculty Hiring Criteria Procedures
- Certifying Administrative Retreat Rights
- College Level Examination Program (CLEP)
- Credit by examination
- Distance Education including Online and Hybrid Courses
- Ethics Statement
- Faculty Hiring Priorities Procedure
- Faculty Hiring Procedure
- Grade Appeal Procedure
- Probation Policy
- Program Assessment, Improvement or Discontinuance Procedure
- Program Review for Academic Programs and Disciplines
- Transfer of Credit Policy
- Upper Division Coursework Acceptance Procedure
- Wait List Procedures for Faculty

**Staff (Title 5, Section 51023.5)**

College staff shall be provided an opportunity to participate effectively in college governance in accordance with Title 5 and college procedures.

The “Staff” definition excludes short-term or substitute staff.

**Students (Title 5, Section 51023.7)**

Students shall be provided an opportunity to participate in formulation and development of college policies and procedures that have or will have a significant effect on students in accordance with Title 5, Section 51023.7, which states in part:

This right includes the opportunity to participate in processes for jointly developing recommendations to the Governing Board regarding such policies and procedures.

Except in unforeseeable situations, the Governing Board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

Governing Board procedures shall ensure that recommendations and positions developed by students are given every reasonable consideration.

The Shasta College Student Senate is the designated representative body of the students. The selection of a student representative to serve on District or college committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the designated representative body of the students, the Shasta College Student Senate.

College policies and procedures that have or will have a “significant effect on students” include the following:

10. grading policies;
11. codes of student conduct;
12. academic disciplinary policies;
13. curriculum development;
14. courses or programs which should be initiated or discontinued;
15. processes for institutional planning and budget development;
16. standards and policies regarding student preparation and success;
17. student services planning and development;
18. student fees within the authority of the district to adopt; and
19. any other college policy, procedure, or related matter that the District Governing Board
determines will have a significant effect on students.

The Governing Board shall give reasonable consideration to recommendations and positions
developed by students regarding college policies and procedures pertaining to the hiring and
evaluation of faculty, administration, and staff.

Nothing in this policy shall be construed to impinge upon the due process rights of faculty, or to
detract from any negotiations or negotiated agreements between collective bargaining agents
and district governing boards.

See Administrative Procedures

Board Approved 4/09/03
Reviewed by the Board Ad Hoc Committee on Policy 9/12/07
Board Policy 3100 – Organizational Structure

Reference: Education Code 72400

The Board of Trustees holds the District Superintendent/President, the chief executive of the College, directly responsible for the effective organization and functioning of Shasta College. The District Superintendent/President in turn holds staff members responsible for their assigned duties. All recommendations to the Board of Trustees are transmitted through the District Superintendent/President.

See Administrative Procedures

Reviewed by the Board Ad Hoc Committee on Policy 2/27/08
Board Approved Revisions 6/11/08
Reviewed by the Board Ad Hoc Committee on Policy 8/20/08