Participatory Governance Manual

Shasta-Tehama-Trinity Joint Community College District

2017 EDITION

www.shastacollege.edu
Mission

Shasta College provides a diverse student population with open access to undergraduate educational programs and learning opportunities, thereby contributing to the social, cultural, creative, intellectual, and economic development of our communities. The District offers general education, transfer and career-technical programs, and basic skills education. Shasta College provides opportunities for students to develop critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills. Comprehensive student services programs and community partnerships support student learning and personal development.

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

May 31, 2017

Dear College Community:

This document, the College’s first update to the Participatory Governance Manual originally created in 2013, is the product of conversation, revision and review by all constituencies at Shasta College. The process used to update this manual, therefore, exemplifies the “participatory governance” that it describes. We are pleased to present this revised governance manual 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.

This manual is 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. The participatory governance process is dynamic as committees evolve, and new ones are formed. This manual will continue to be updated periodically to reflect these changes to ensure relevancy and usefulness.

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

Joe Wyse, Ed.D.
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. 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 such items as 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 Authority**
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 Academic Senate recommendations or
reach “mutual agreement.” At Shasta College, Board Policy 2510 – Participation in Local Decision Making governs Academic Senate decisions as follows:

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

A. 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:
   1. Curriculum, including establishing prerequisites and placing courses with disciplines.
   2. Degree, certificate requirements.
   3. Grading policies.

Mutual Agreement Areas:

B. 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:

   4. Educational program development.
   5. Standards or policies regarding student preparation and success.
   6. District and College governance structures, as related to faculty roles.
   7. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
   8. Policies for faculty professional development activities.
   9. Processes for program review.
   10. Processes for institutional planning and budget development.
   11. 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.
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.
10. Any other District policy, procedure, or related matter that the 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.

**Staff Authority**
Administrators, Classified Confidential and Classified staff are provided with opportunities to participate effectively in District governance in accordance with Title 5, Section 51023.5 and District procedures (see Shasta College Board Policy 2510 – Participation in Local Decision Making). The opinions and recommendations of District staff will be given every reasonable consideration.

The Superintendent/President is responsible for identifying those administrators to be included in the administrative processes and to clearly determine what their roles will be within the structure through committee appointments. Since policy implementation is regularly delegated to administrators, it is critical that they be involved in developing policies and procedures at the College.

**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 Superintendent/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, Assistant Superintendent/Vice President of Instruction, Assistant Superintendent/Vice President of Administrative Services, Assistant Superintendent/Vice President of Student Services, Director of Physical Plant, 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.
Resource Allocation and Planning
At Shasta College, administrators may request budget augments to support initiatives documented in their Annual Area Plans. The full process for linking resource allocation to planning is outlined in the Integrated Planning Manual. 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 budget augmentation is needed for unforeseeable situations, the administrator will forward the request to the appropriate Assistant Superintendent/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.

Superintendent/President Responsibility and Organizational Structure
(BP 2430 – Delegation of Authority to the Superintendent/President, BP 3110 – Representative and Deliberative Groups, and BP 3100 – Organizational Structure)
Ensuring that the decision making process works is a primary task of the Superintendent/ President. 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 the District for the outcomes of those decisions. Additionally, the Superintendent/President has responsibility for the establishment of commissions, councils and committees, 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, is responsible for reviewing and recommending changes to this document.
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
Participatory Committee Reporting Structure
(continued)

- Academic Senate
  - Subcommittees
    - Curriculum Committee
    - General Education Committee
    - Faculty Excellence Committee
    - Student Learning Outcomes (SLO) Committee
    - Scholastic Standards Committee
  - Joint Committees
    - Distance Education Committee
    - Student Success Committee
  - Affiliate Committees
    - Textbook Committee (Affiliate)
ACADEMIC SENATE

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; and
   - Other academic and professional matters as mutually agreed upon.

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

Standing Subcommittees

- Curriculum Committee
  - General Education Committee
    (Subcommittee of the Curriculum Committee)
- Faculty Excellence Committee
  - Student Learning Outcomes Committee
    (Subcommittee of the Faculty Excellence Committee)
- Scholastic Standards Committee

Joint Committees

- Distance Education Committee
- Student Success Committee

Affiliate Committee

- Textbook Committee
Reporting

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

| Executive Committee Membership | 1 President  
1 Past President  
1 Vice President  
1 Secretary  
11 Division Representatives  
7 At-Large Faculty Representatives  
3 Part-Time Faculty Representatives  
5 Co-chairs of Standing Committees (non-voting)  
1 Asst. Sup./VP of Instruction (non-voting, ex-officio) |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Membership</td>
<td>Every full time and part-time 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>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 of Trustees, if needed;
- Organize, direct, and review the College’s 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, Integrated Planning Manual, Strategic Plan, Enrollment Management 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 Asst. Sup./VP of Instruction</th>
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<tbody>
<tr>
<td></td>
<td>1 Instructional Administrator</td>
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<tr>
<td></td>
<td>1 Student Services Administrator</td>
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<td></td>
<td>1 Administrative Services Administrator</td>
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<tr>
<td></td>
<td>1 Administrator At-Large</td>
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<tr>
<td></td>
<td>3 Faculty Representatives</td>
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<tr>
<td></td>
<td>3 Classified/Confidential Representatives</td>
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<tr>
<td></td>
<td>1 Student Representative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair</th>
<th>1 Administrator Representative/Accreditation Liaison Officer (Co-Chair)</th>
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<tbody>
<tr>
<td></td>
<td>1 Faculty Representative (Co-Chair)</td>
</tr>
</tbody>
</table>
ADMINISTRATIVE SERVICES COUNCIL

Purpose and Responsibilities

The Administrative Services Council was established to review and prioritize planning initiatives generated through the College’s integrated planning process in the areas of Administrative Services, Human Resources, the Superintendent/President’s Office, and Information Services and Technology.

The Administrative Services Council accepts information, reports, and recommendations from the Faculty and Staff Diversity Advisory Committee, Professional Development Committee, Technology Planning Committee, Facilities Planning Committee, and the Sustainability Committee.

Reporting

The Administrative Services Council makes recommendations to the College Council.

<table>
<thead>
<tr>
<th>Membership</th>
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<tbody>
<tr>
<td>Asst. Sup./VP of Administrative Services</td>
<td>1</td>
</tr>
<tr>
<td>Other Representative from Administrative Services</td>
<td>1</td>
</tr>
<tr>
<td>Superintendent/President</td>
<td>1</td>
</tr>
<tr>
<td>Associate Vice President of Human Resources</td>
<td>1</td>
</tr>
<tr>
<td>Director of Information Technology</td>
<td>1</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Chair</th>
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<tbody>
<tr>
<td>Asst. Sup./VP of Administrative Services</td>
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</table>
BUDGET COMMITTEE

Purpose and Responsibilities

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

- Inform the College Council on the 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 College’s 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.

| Membership | 3 Administrator Representatives |
|            | 3 Faculty Representatives       |
|            | 3 Classified Representatives    |
|            | 1 Student Representative       |
| Chair      | 1 Asst. Sup./VP of Administrative Services |
Purpose and Responsibilities

The College Council is the central participatory planning committee for Shasta College and is a key component of the College’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 the 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 the College’s committees and other recognized bodies;
- Review the College’s Mission Statement at least once every six years and ensure alignment of the College mission and goals with the State’s 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.

The College Council accepts information, reports, and recommendations from the Instructional Council, Administrative Services Council, and Student Services Council, as well as the Budget Committee and the Program Review Committee.

Standing subcommittees:

- Accreditation Steering Committee
- Research Committee
### Reporting

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

<table>
<thead>
<tr>
<th>Membership</th>
<th>9 Voting Members:</th>
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<tbody>
<tr>
<td></td>
<td>3 Administrator Representatives</td>
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<tr>
<td></td>
<td>3 Faculty Representatives (one will be the AS Pres.)</td>
</tr>
<tr>
<td></td>
<td>2 Classified Representatives</td>
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<tr>
<td></td>
<td>1 Student Representative</td>
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<td></td>
<td>3 Non-Voting Members:</td>
</tr>
<tr>
<td></td>
<td>1 Superintendent/President</td>
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<tr>
<td></td>
<td>2 Administrators appointed by the Superintendent/President</td>
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</tbody>
</table>

| Chair | 1 Administrator Representative (Co-Chair) |
|       | 1 Faculty Representative (Co-Chair) |
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 or video conferencing 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) or video conferencing (VC) network.

Reporting

The Distance Education Committee is a joint committee with Academic Senate that reports and makes recommendation to the Instructional Council and the Academic Senate.

| Membership | 1 Dean of Extended Education  
| | 1 Dean of Library Services & Educational Technology  
| | 1 Student Service Administrator  
| | 1 Asst. Sup./VP of Instruction (ex officio)  
| | **Faculty Representatives from Academic Divisions:**  
| | 1 from Arts, Communications & Social Sciences  
| | 1 from Business, Agriculture, Industry, Technology and Safety  
| | 1 from Health Sciences  
| | 1 from Science, Language Arts, & Mathematics  
| | 1 from Physical Education & Athletics  
| | 2 At-Large Representatives  
| | 1 Part-Time Faculty Representative  
| | 2 Non-Instructional Faculty Representatives  
| | **Staff:**  
| | 1 Educational Technology Representative  
| | 1 DSPS Representative (ex officio)  
| | **Students:**  
| | 2 Student Representatives (ex officio)  
| | **Chair**  
| | 1 Faculty Co-Chair elected from membership  
| | 1 Asst. Sup./VP of Instruction or administrative designee |
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 to 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 the Instructional Council and, as appropriate, the Academic Senate.

| Membership | 1 AVP of Student Services/Dean of Enrollment Services  
|            | 2 Instructional Deans  
|            | 6-8 Faculty Representatives  
|            | 2 Classified Representatives  
|            | 1 Research / Technology Representative  
|            | 1 Student Representative  
| Chair      | 1 AVP of Student Svcs./Dean of Enrollment Svcs. (Co-Chair)  
|            | 1 Instructional Dean (Co-Chair) |
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 to:

- 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.

Standing subcommittee:

- Safety & Wellness Committee

Reporting

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

| Membership | 1 Director of Physical Plant  |
|            | 1 Instructional Dean          |
|            | 1 Information Systems & Technology Support Representative |
|            | 2 Faculty Representatives    |
|            | 2 Physical Plant Representatives |
|            | 1 Asst. Sup./VP of Administrative Services (non-voting) |
|            | 1 Student Services Representative |
|            | 1 Physical Plant Secretary (non-voting) |

| Chair      | 1 Director of Physical Plant (ex officio) |
FACULTY AND STAFF DIVERSITY ADVISORY COMMITTEE

Purpose and Responsibilities

The District Faculty and Staff Diversity Advisory Committee was established as an advisory body to the Equal Employment Opportunity Officer and the District as a whole to promote understanding and support of equal employment policies and procedures. The Shasta-Tehama-Trinity Joint Community College District Equal Employment Opportunity Plan (Plan) was adopted by the Governing Board on June 14, 2016. 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 Advisory Committee’s role is to:

- Implement the Plan in compliance with state and federal statues, regulations and guidelines;
- Monitor equal employment opportunity;
- Assist with and promote diversity trainings and events throughout the District; and
- Provide revisions to the Plan as appropriate.

Reporting

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

<table>
<thead>
<tr>
<th>Membership</th>
<th>1 Associate Vice President of Human Resources (EEO Plan Officer)</th>
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<tbody>
<tr>
<td></td>
<td>2 Classified Representatives</td>
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<td></td>
<td>2 Faculty Representatives</td>
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<td>1 Administrator Representative</td>
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<td></td>
<td>3 Representatives At-Large</td>
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<td>1 Student Representative</td>
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<td></td>
<td>1 Student Equity Committee Representative</td>
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</table>

| Chair      | 1 Chair or Co-Chair Annually Appointed by the Superintendent/President |

Purpose and Responsibilities

The Instructional Council’s primary role is to work consultatively with the Assistant Superintendent/Vice President of Instruction 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 and Distance Education Committees.

Reporting

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

| Membership                  | 1 Asst. Sup./VP of Instruction  
<table>
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<tr>
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<tbody>
<tr>
<td>7 Academic Deans</td>
<td>1 Dean of Institutional Effectiveness</td>
</tr>
<tr>
<td>1 Associate Dean of Student Learning</td>
<td>1 Academic Senate Representative</td>
</tr>
<tr>
<td>1 Student Services Representative</td>
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</tbody>
</table>

| Chair                        | 1 Asst. Sup./VP of Instruction, ex officio |
PROFESSIONAL DEVELOPMENT COMMITTEE

Purpose and Responsibilities

The Professional Development Committee’s (PDC) primary role is to promote an inclusive learning culture that supports the strategic goals of the College in which all college employees--faculty, Classified staff, Confidential staff and administrators--will have ongoing opportunities to develop and expand the skills and practices that influence student learning, and support students in achieving their educational goals. In addition to providing ongoing professional development opportunities for all college staff, the PDC approves all funding requests.

The PDC works in collaboration with the Faculty Excellence Committee (FEC) to coordinate and implement professional development opportunities for faculty. The FEC is a standing subcommittee of the Academic Senate, as professional development is under the purview of the Senate, commonly known as the “Ten plus One,” as articulated in Title 5 of the Administrative Code of California, Section 53200 et seq. The FEC’s role is to determine the content and schedule for faculty professional development days/activities; assess faculty professional development needs; and evaluate the overall effectiveness of the faculty professional development program. The FEC follows the “Guidelines for the Implementation of the Flexible Calendar Program” created by the Faculty Development Committee of the Academic Senate for California Community Colleges (ASCCC) (April 1993, revised April 2007) in delivering this program.

The PDC 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;
- Maintain a professional development website; and
- Provide a Professional Development Program Plan.
The Professional Development Committee reports and makes recommendations to the Administrative Services Council.

<table>
<thead>
<tr>
<th>Membership</th>
<th>3 Administrator Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Faculty Representative (also a member of the Faculty Excellence Committee)</td>
</tr>
<tr>
<td></td>
<td>3 Classified/Confidential Representatives</td>
</tr>
</tbody>
</table>

| Chair            | Chair or Co-Chairs Elected by Committee |

The Faculty Excellence Committee is a standing subcommittee of and makes recommendations to the Academic Senate.

<table>
<thead>
<tr>
<th>Membership</th>
<th>5 Faculty Representatives (one from each Academic Division / Includes Faculty Co-Chair)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Asst. Superintendent/VP of Instruction</td>
</tr>
<tr>
<td></td>
<td>1 Non-Instructional Faculty Member</td>
</tr>
<tr>
<td></td>
<td>1 Instructional Administrator (Non-Voting)</td>
</tr>
<tr>
<td></td>
<td>1 Student Representative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair</th>
<th>1 Faculty Representative Elected by Committee (Co-Chair)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Asst. Superintendent/VP of Instruction (Co-Chair)</td>
</tr>
</tbody>
</table>
PROGRAM REVIEW COMMITTEE

Purpose and Responsibilities

The Program Review Committee, or PRC, 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 Review Committee reports and makes recommendations to the College Council.

<table>
<thead>
<tr>
<th>Membership</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Division Deans</td>
<td></td>
</tr>
<tr>
<td>1 CTE Faculty Representative</td>
<td></td>
</tr>
<tr>
<td>1 Transfer Faculty Representative</td>
<td></td>
</tr>
<tr>
<td>1 Student Services Faculty Representative</td>
<td></td>
</tr>
<tr>
<td>1 Academic Senate Representative</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Division Dean</td>
<td></td>
</tr>
</tbody>
</table>
RESEARCH COMMITTEE

Purpose and Responsibilities

The Research Committee, a subcommittee of the College Council, was established to engage campus stakeholders in the research process through dialogue and discussion about a wide array of topics including local, state and national accountability reports, accreditation, grant/categorical program outcomes, strategic planning and campus efficiencies.

The committee meets monthly to review timelines, discuss major reports, inform key campus priorities, and to ensure that all aspects of campus are engaged in the review of data (both quantitative and qualitative) for a continuous cycle of improvement at Shasta College. Integrated planning is also a primary objective of the committee. The College Council is responsible to set the composition of the committee.

Reporting

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

<table>
<thead>
<tr>
<th>Membership</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Asst. Sup./VP of Instruction</td>
<td></td>
</tr>
<tr>
<td>1 Dean of Institutional Effectiveness</td>
<td></td>
</tr>
<tr>
<td>3 Research Analysts</td>
<td></td>
</tr>
<tr>
<td>1 Student Services Administrator</td>
<td></td>
</tr>
<tr>
<td>1 Information Technology Administrator</td>
<td></td>
</tr>
<tr>
<td>1 Instruction Administrator</td>
<td></td>
</tr>
<tr>
<td>2 Faculty Representatives</td>
<td></td>
</tr>
<tr>
<td>2 Classified Representatives (including Administrative Secretary of the Research Office)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Dean of Institutional Effectiveness</td>
<td></td>
</tr>
</tbody>
</table>
STUDENT EQUITY COMMITTEE

Purpose and Responsibilities

The mission of the Office of Access and Equity helps to ensure the success of students by working to reduce identified access and achievement gaps, creating a culturally responsive, welcoming environment, and embedding equity mindedness and a commitment to inclusion throughout Shasta College. The Student Equity Committee provides recommendations to Student Services Council regarding the specific goals, strategies, actions, and outcomes designed to ensure equity for students who are disadvantaged/under-represented because of:

1) race/ethnicity, 2) gender, 3) age, 4) ability/disability, 5) foster youth status, 6) veteran’s status, 7) low-income status, 8) gender identity, gender expression and/or 9) sexual orientation.

The Student Equity Committee will:

- Provide on-going support, facilitation, and monitoring of the District’s Student Equity efforts;
- Collaborate with campus Student Success Act initiatives and campus student support programs;
- Collaborate with the Student Success Committee on creation of an Integrated Plan (comprised of the Student Equity, Basic Skills Initiative, and Student Success and Support Program plans);
- Collect and analyze research regarding the current academic access and success of disadvantaged students in the District;
- Collect input from students, classified staff, faculty, administrators, and the public in order to identify factors that affect student equity;
- Disseminate information about student equity goals and activities to students, staff, faculty, administrators, and community members;
- Identify District strengths and weaknesses regarding student equity.;
- Generate a Student Equity Plan that specifies strategies to monitor and address equity issues and mitigate any disproportionate impacts on student access and achievement; and
- Annually review and update the Student Equity Plan and/or Integrated Plan.
**Reporting**

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

| Membership   | 3   | Administrator Representatives |
|             | 4   | Faculty Representatives       |
|             | 2-3 | Classified Representatives   |
|             | 1-2 | Student Representatives      |
|             | 2-3 | Community Representatives    |
|             | 1-3 | At-large members             |

| Chair        | 1   | Administrator Representative (Co-Chair) |
|             | 1   | Elected by Committee (Co-Chair)      |
Purpose and Responsibilities

The purpose of the Shasta College Student Senate (SCSS) is to represent the students of Shasta College, and to provide a vehicle for shared governance, student input, and participation in the affairs and activities of the 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 the College and to encourage student participation, development and leadership. Full information on the SCSS can be found in their adopted Constitution and Bylaws.

Reporting

The Student Senate reports to the Student Services Council.

<table>
<thead>
<tr>
<th>Membership</th>
<th>Student Officers:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 President</td>
</tr>
<tr>
<td></td>
<td>1 Vice President</td>
</tr>
<tr>
<td></td>
<td>1 Secretary</td>
</tr>
<tr>
<td></td>
<td>1 Treasurer</td>
</tr>
<tr>
<td></td>
<td>1 Justice</td>
</tr>
<tr>
<td></td>
<td>1 Public Relations Officer</td>
</tr>
<tr>
<td></td>
<td>1 Events and Activities Officer</td>
</tr>
<tr>
<td></td>
<td>1 Regional Affairs Officer</td>
</tr>
<tr>
<td></td>
<td>1 Shared Governance Officer</td>
</tr>
<tr>
<td></td>
<td>10 Student Senator Positions</td>
</tr>
</tbody>
</table>

| District Members: |
| 1 Faculty Advisor |

Chair

1 President of Student Senate
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 develop policy initiatives and proposals for consideration by the College Council; and
- Provide jurisdiction over all matters related to Student Services including policy guidance on Student Services related matters.

The Student Services Council accepts 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>1 Asst. Sup./VP of Student Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 AVP of Student Services/Dean of Enrollment Services</td>
<td></td>
</tr>
<tr>
<td>1 Dean of Student Services</td>
<td></td>
</tr>
<tr>
<td>1 Associate Dean of Access and Equity</td>
<td></td>
</tr>
<tr>
<td>1 Director of Admissions and Records</td>
<td></td>
</tr>
<tr>
<td>1 Director of Financial Aid and Veteran Services</td>
<td></td>
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<tr>
<td>1 Director of Student Life &amp; Title IX Investigator</td>
<td></td>
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<tr>
<td>1 Program Director, TRIO Talent Search</td>
<td></td>
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<tr>
<td>1 Program Director, TRIO Upward Bound</td>
<td></td>
</tr>
<tr>
<td>1 Project Coordinator, CalWORKs</td>
<td></td>
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<tr>
<td>1 Representative from Instruction</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair</th>
<th>1 Asst. Sup./VP of Student Services</th>
</tr>
</thead>
</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 academic probation students. The primary focus of the committee will be to:

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

Reporting

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

<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>
</tr>
<tr>
<td></td>
<td>1 English Faculty Representative</td>
</tr>
<tr>
<td></td>
<td>1 Math Faculty Representative</td>
</tr>
<tr>
<td></td>
<td>1 Librarian Representative</td>
</tr>
<tr>
<td></td>
<td>1 Student Success Coordinator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Faculty Members:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Assessment Coordinator Representative</td>
</tr>
<tr>
<td>1 Research Representative</td>
</tr>
<tr>
<td>1 Technology Representative</td>
</tr>
<tr>
<td>1 Student Representative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Faculty Co-Chair elected from membership</td>
</tr>
<tr>
<td>1 Asst. Sup./VP of Student Services or administrative designee</td>
</tr>
</tbody>
</table>
SUSTAINABILITY COMMITTEE

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 Union, and Student Senate 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.

Membership

| 1 Director of Information Technology |
| 1-2 members from the following, appointments made by appropriate authority. Individuals may represent more than one area. |
| Instructional Council |
| Student Services Council |
| Administrative Services Council |
| Academic Senate |
| CSEA |
| Technology |
| 1 Co-Chair – Elected by Committee |
| 1 Committee Secretary for Communications & Support |

Chair

<p>| 1 Director of Information Technology (Co-Chair) |
| 1 Co-Chair Elected by Committee |</p>
<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>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>3-Year 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 Advisory Committee</td>
<td>Equal Employment Opportunity Plan</td>
</tr>
<tr>
<td>Instructional Council</td>
<td>Prioritized Annual Area Plan</td>
</tr>
<tr>
<td>Professional Development Committee</td>
<td>Professional Development Program Plan</td>
</tr>
<tr>
<td>Research Committee</td>
<td>Annual Progress Report on 3-Year Strategic Plan</td>
</tr>
<tr>
<td>Student Equity Committee</td>
<td>BSI, Equity and SSSP Integrated Plan</td>
</tr>
<tr>
<td>Student Services Council</td>
<td>Prioritized Annual Area Plan</td>
</tr>
</tbody>
</table>
| Student Success Committee        | BSI, Equity and SSSP Integrated Plan  
Student Success and Support Program Plan  
(SSSP – Noncredit Students) |
| Technology Planning Committee    | Technology Plan                  |
# ORGANIZATIONAL STRUCTURE

**Administrative Functions**

**Updated: 05/31/2017**

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**Students Served By:**

- Governing Board
- Superintendent/President: Joe Wyse

---

**Associate Vice President of Human Resources**

- Benefits
- Employment Opportunities
- Employee Assistance Program
- Equal Employment Opportunity
- Evaluations
- Faculty Staff Diversity
- Flex Day
- Retirement
- Title IX
- Unlawful Discrimination
- Workplace Injuries

**Assistant Superintendent / Vice President of Administrative Services**

- Business Office / Payroll
- Campus Safety
- Capital Construction Projects
- Custodial Services
- Food Services
- HazMat Compliance
- Health and Wellness
- Information Services and Technology
- Physical Plant Services
- Transportation
- Auxiliary/Contract Services: Bookstore

**Assistant Superintendent / Vice President of Instruction**

- ACADEMIC DIVISIONS:
  - Arts, Communications and Social Sciences (ACSS)
  - Business, Agriculture, Industry, Technology and Safety (BAITS)
  - Health Sciences (HSUP)
  - Physical Education and Athletics (PEAT)
  - Science, Language Arts and Math (SLAM)
  - Adult Education
  - Baccalaureate Degree Program
  - Catalog and Schedule
  - Community Education
  - Contract Education
  - Curriculum
  - Dual Enrollment
  - Early Childhood Education Center
  - Extended Education
  - Library and Educational Technology
  - University Programs

**Assistant Superintendent / Vice President of Student Services**

- Access and Equity
- Admissions and Records
- Articulation
- Assessment
- CalWORKS
- Career and Transfer
- Commencement
- Counseling
- Disabled Students Programs & Services
- Enrollment Services
- EOPS/CARE
- Financial Aid
- Foster and Kinship Care
- International Students
- Orientation
- Outreach and Recruitment
- Puente
- SalTaF - Foster Youth
- Student Clubs and Organizations
- Student Conduct
- Student Employment
- Student Equity
- Student Housing
- Student Senate
- TRIO Programs
- Veterans Services

**Associate Vice President of Economic & Workforce Development**

- DEPUTY SECTOR NAVIGATORS:
  - Advanced Manufacturing
  - Agricultural, Water & Environmental Technology
  - Small Business
  - Career Pathways Project
  - Marketing & Outreach
  - New World of Work Program
  - STEP UP Program
  - Technical Assistance Provider (TAP) for Employability Skills Integration

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**Shasta-Tehama-Trinity Joint Community College District**
# Instruction Assignments - PEAT

**Updated: 05/31/2017**

**Students Served By:**

- Governing Board
- Superintendent/President
  - Joe Wyse [AE]
- Assistant Superintendent/VP of Instruction
  - Frank Nigro [AE]

**Organizational Structure (continued)**

**Dean - Physical Education and Athletics/Athletics Director (PEAT):**

- Mike Marf [AE]

- **Administrative Assistant:**
  - Angela Brock [CI]
  - Stetson Cortez [CI]

- **Equipment Technician:**
  - Jay Antill [CI]

- **Athletic Trainer:**
  - E. Michael Davis [FN]

- **Culinary Arts:**
  - Chad Peters [FI]

- **Head Coach - Baseball:**
  - Bradley Rupert [FI]

- **Head Coach - Football:**
  - Craig Thompson [FI]

- **Head Coach - Men's Basketball:**
  - Kyle Richey [FI]

- **Head Coach - Track & Field / Assistant Coach - Football / Kinesiology:**
  - Brock Hamilton [FI]

- **Head Coach - Women's Basketball:**
  - Jerry Brown [FI]

- **Head Coach - Women's Volleyball:**
  - Kelly Chrise [FI]

- **Hospitality Management:**
  - Roger Grimes [FI]

- **Human Services:**
  - J. Wade Stewart [FI]

- **Nutrition:**
  - Joanne Tippin [FI]

- **Physical Education:**
  - James Koenig [FI]
  - Vacant [FI]

- **Front Office:**
  - Susan Worley [FI]

- **Tennis Coach:**
  - Robert "Ed" Motehop [FI, PT]

**Legend:**

- AC = Administrator, Educational
- AE = Administrator, Educational
- CI = Classified
- CO = Confidential
- FI = Faculty, Instructional
- FN = Faculty, NonInstructional
- GF = Grant Funded Position >50%
- IN = Intermountain Campus
- OC = Working Out of Class
- PT = Part-Time
- RF = Revenue Funded
- TE = Tehama Campus
- TE = Trinity Campus
- ** = Working in 2+more Departments
- ** = Auxiliary Organization

**Shasta-Tehama-Trinity Joint Community College District**
# ECONOMIC & WORKFORCE DEVELOPMENT ASSIGNMENTS

**Students Served By:**

**Governing Board**

- Superintendent/President
  - Joe Wyse [AE]

**Associate VP of Economic & Workforce Development**

- Eva Jimenez [AE]

- **COMMUNITY EDUCATION COORDINATOR:** Lorrie Berry [CL]
- **STAFF SECRETARY:** Karen “Leslie” Boss [CL]
- **ADMINISTRATIVE ASSISTANT:** Kamari Zoll [CL, GF]
- **VACANT** [CL, GF]

- **DEPUTY SECTOR Navigators (DSNs)**
  - **ADVANCED MANUFACTURING:**
    - Charlie Pooler [AC, GF]
  - **AG. WATER & ENVIRONMENTAL TECHNOLOGY:**
    - Heather Keenholts [AC, GF]
  - **SMALL BUSINESS:**
    - Rachelle Modena (Interim) [AC, GF]
- **PROGRAM DIRECTOR – 21st CENTURY NEW WORLD OF WORK:**
  - Rajinder Gill (Interim) [AC, GF]
- **PROGRAM DIRECTOR – STEP UP:**
  - Robert Bowman [AC, GF]
- **PROGRAM DIRECTOR – TAP (TECHNICAL ASSISTANCE PROVIDER) FOR EMPLOYABILITY SKILLS INTEGRATION:**
  - Shannon Wells (Interim) [AC, GF]
- **SENIOR PROJECT COORDINATOR – CAREER PATHWAYS TRUST GRANT:**
  - Chelsea Hendriksen [AC, GF]

- **DIRECTOR – MARKETING & OUTREACH:**
  - Peter Griggs [AC]

- **COMMUNICATIONS DESIGN COORDINATOR:**
  - Joy Williams [CE]

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**LEGEND**

- AC = Administrator, Classified
- AE = Administrator, Educational
- CL = Classified
- CD = Confidential
- FI = Faculty, Instructional
- FN = Faculty, Non-Instructional
- GF = Grant Funded Position
- IM = Intermountain Campus
- OC = Out of Class
- PT = Part-Time
- SF = State Funded
- TC = Tehama Campus
- TR = Trinity Campus
- **X =** Working in 2 or more Departments
- **+++ =** Auxiliary Organization

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**SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT**
# ORGANIZATIONAL STRUCTURE (continued)

## ADMINISTRATIVE SERVICES ASSIGNMENTS

**Students Served By:**

- **Superintendent/President:** Joe Wyse [AE]
- **Assistant Superintendent/VP of Administrative Services:** Morris Rodrigue [AE]

**EXECUTIVE ASSISTANT TO THE ASSISTANT SUPERINTENDENT/VP OF ADMINISTRATIVE SERVICES:** Peggy Hibbert [CO]

**Shasta-Tehama-Trinity Joint Community College District**

### ORGANIZATION CHART

#### DIRECTOR – CAMPUS SAFETY:
- **Lonnie Seyl [AC]**
  - Compliance Coordinator: Jessica Corral [AC, CF]
  - Safety Officer: Mike Anderson [CL, TI]
  - Lead Fire Protection Officer: Nathan Tapp [CL, TI]
  - Parking Enforcement Officer: Parkica Carver [CL]
  - Senior Staff Secretary: Andrea Brown [CL]

#### DIRECTOR – FOOD SERVICES:
- **Dentie Arnett [AC, PT]**
  - Food Services Bookkeeper: Carol Vaughan [CL, PT]
  - Cafeteria Cook: Ryan Newcomer [CL]
  - Cafeteria Assistant: Pati Underhill [CL]
  - Cafeteria Assistant (PT): Martha Callahan [CL], Gail Clement [CL], Vacant [CL]
  - Cafeteria Assistant (PT): Cindy Hudson [CL], PT, Cynthia Howard [CL, PT], Paul Knutson [CL, PT], Jessica Milis[e] [CL, PT], Nancy Serruto [CL, PT]

#### DIRECTOR – INFORMATION TECHNOLOGY:
- **James Carnevali [AC]**
  - Supervisor – Tech Support: John Luthin (AE)
  - Computer Systems Specialist: Tracey Walker [AC]
  - Information Technology Support Specialist: Larry Berk [CL], Jeff Rikard [CL], Christopher Karl [CL], Vacant [CL]
  - Information Technology Support Technician: Kevin Cherney [CL], Zachary Ryan [CL], Vacant [CL]

#### DIRECTOR – PHYSICAL PLANT:
- **George Estrada [AC]**
  - Supervisor – Custodial Services: Dean Wacker [AC]
  - Custodians: Darline Bailey [CL], Mike Brown [CL, TE, PT], Kathryn Bullock [CL], Michael Catto (CL)
  - ski Deen [CL], Larry Dick [CL], Daniel Germs [CL], Josh Hucie [CL, MI, PT], Mayra Hernandez [CL], Jelk Illo in [CL], Ryan Kester [CL], Alana Keller [CL], Jesse Mendrinos [CL], Geraldine Steel-McCleary [CL], Rubber Stine [CL]

#### CONTROLLER:
- **Jill Ault [AC]**
  - Senior District Accounting Technician: Barbara White [CL]
  - District Accounting Technician: Kara Meyer [CL], Anne Mironow [CL, PT], Deborah Payne [CL], Barbara Rogers [CL], James Watkins [CL]
  - District Payroll Officer: Joan Caldwell [CL], Sandra Sine [CL]

#### COLLEGE NURSE:
- **Deborah Gooden [FN]**

#### COUNSELOR, PSYCHOLOGIST:
- **Nicole Houghton [FN]**

#### HEALTH & WELLNESS TECHNICIAN:
- **Shelley Lowry [CL]**

#### HOUSING COMPLIANCE SPECIALIST:
- **Gregory Wood [AC]**

### LEGEND

- AC = Administrator, Classified
- AD = Administrator, Educational
- CL = Classified
- CFI = Confidential
- E = Faculty, Instructional
- FN = Faculty, Non-Instructional
- GCF = Grant Funded Position <50%
- II = Intersegmental Instructional
- IN = Intersegmental
- LO = Leave Out of Class
- PT = Part-time
- RF = Revenue Funded
- TE = Tenured
- TR = Tenure Track
- **= Working in 2 or More Departments
- A = Auxiliary Organization

**Updated: 05/31/2017**
Delegation of Authority to the Superintendent/President  BP 2430

Reference:  Education Code Sections 70902(d) and 72400; ACCJC Accreditation Standards IV.B.5, IV.C.12 and IV.D.1

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 job description and goals and objectives for performance shall be developed by the Board in consultation with the Superintendent/President.

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 as a whole. Individual trustee requests for information shall be met if, in the opinion of the Superintendent/President, they are not unduly burdensome or disruptive to District operations. Information provided to any trustee shall be available to all trustees. The Superintendent/President shall provide any pertinent supporting information as to the reasons which constitute an administrative decision or recommendation, and shall report it out to the entire Governing Board.

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 District policy to guide the Superintendent/President, the Superintendent/President shall be authorized to act in conformance with the intent of other adopted policies and actions or practices of the past. He or she shall report such actions to the Governing Board and shall recommend where appropriate the development of written policies to cover such situations.
Delegation of Authority to the Superintendent/President  BP 2430

Board Approved 4/11/01
Board Approved Revisions 6/11/03
Reviewed by the Board Ad Hoc Committee on Policy 8/8/07
Reviewed by the Board Ad Hoc Committee on Policy 11/14/07
Board Approved Revisions 6/11/08
Revisions Submitted By President’s Office 1/06/15
Reviewed by the Ad Hoc Committee on Policy 2/18/15
Reviewed by the Ad Hoc Committee on Policy 7/08/15
Reviewed by the Ad Hoc Committee on Policy 9/09/15
Board Approved Revisions 10/14/15
Participation in Local Decision Making

BP 2510

Reference: Education Code Section 70802(b)(7): Title 5, Sections 53200 et seq.
(Academic Senate), 51023.5 (Staff) and 51023.7 (Students); ACCJC Accreditation Standards IV.A and IV.D.7

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)

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.

2. 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 an 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/President 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/President.
      3. Either party has the right to initiate communication.
      4. To ensure more complete communication, the Academic Senate President will be given the opportunity to meet with District administration to review the Board agenda prior to the Board meeting.
   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.
Participation in Local Decision Making

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:

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

Staff (Title 5, Section 51023.5.)

District staff shall be provided with opportunities to participate effectively in District governance in accordance with Title 5 and District procedures. The opinions and recommendations of District staff will be given every reasonable consideration.

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

BP 2610 - 2
Participation in Local Decision Making

Students (Title 5, Section 51023.7)

Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have or will have a significant effect on students, as defined by law. 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 committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the Shasta College Student Senate.

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.
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.
10. Any other District policy, procedure, or related matter that the 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 will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540 et seq.

See Administrative Procedure 2510

BP 2510 - 3
Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Board Policy Manual

Participation in Local Decision Making SP 2810

Board Approved 4/09/03
Reviewed by the Board Ad Hoc Committee on Policy 9/12/07
Reviewed by the Ad Hoc Committee on Policy 2/18/15
Board Approved 4/18/15
Organizational Structure

Reference: Education Code Section 72400

The Superintendent/President shall establish organization charts that delineate the lines of responsibility and fix the general duties of employees within the District. The Board of Trustees holds the District Superintendent/President, the Chief Executive Officer 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 regarding organizational structure shall be transmitted through the District Superintendent/President.

See Administrative Procedure 3100

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
Board Approved Revisions 6/11/14
Representative and Deliberative Groups

The District Superintendent/President shall directly or by delegation provide for the establishment of commissions, councils and committees or other groupings to engage in planning, advising, developing, and implementing programs to improve the operation of the college.

When making appointments to these groups, consideration shall be given to other assignments of staff members.

Institutional councils, committees, cabinets or commissions will have broad representation. The representation, as described above shall include, where appropriate, community participation.

Reviewed by the Board Ad Hoc Committee on Policy 2/27/08