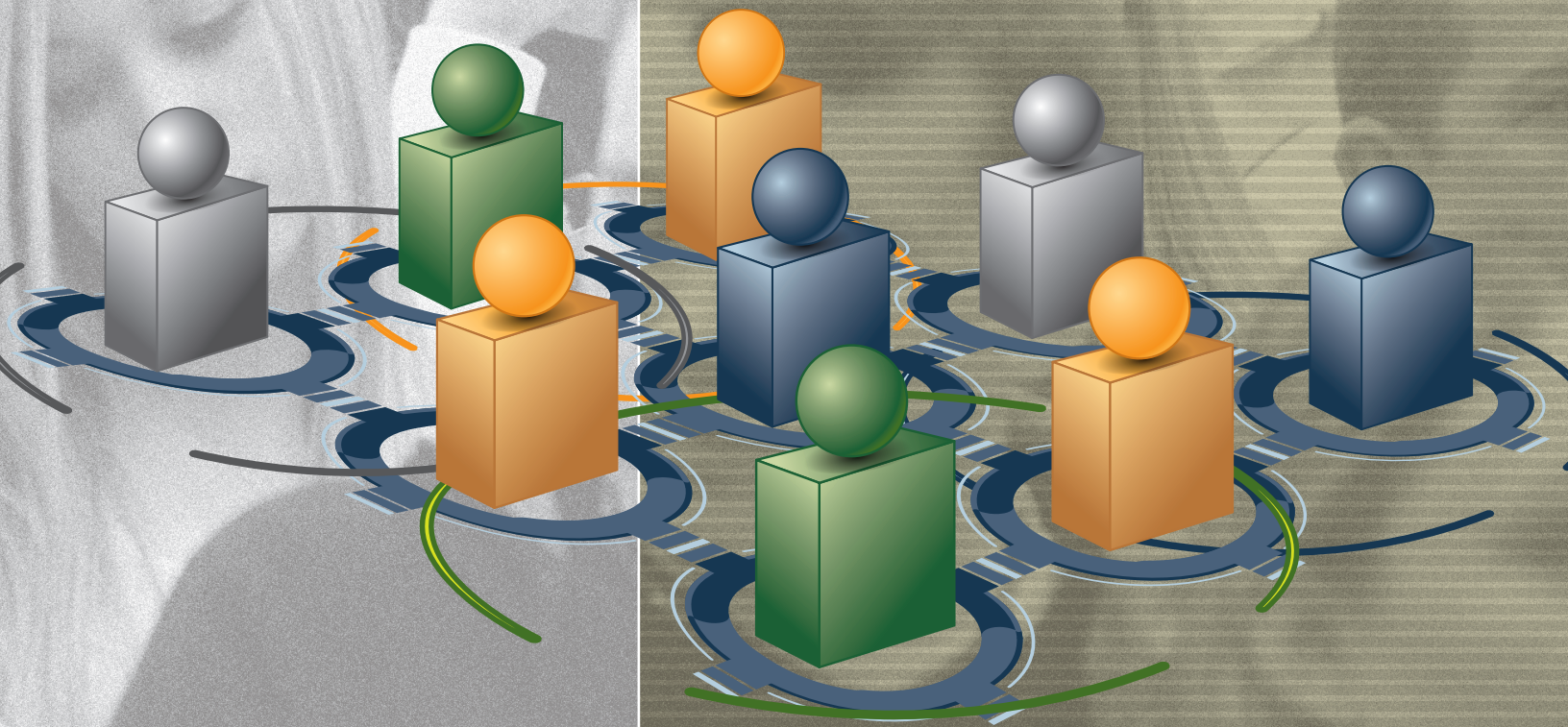


Shasta-Tehama-Trinity Joint  
Community College District

# Participatory Governance Manual



**2023 EDITION**



**Shasta College**

[www.shastacollege.edu](http://www.shastacollege.edu)



# Mission Statement, Vision & Values

# Institutional Goals and Institutional Student Learning Outcomes

## 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 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

**Shasta-Tehama-Trinity Joint Community College District  
Participatory Governance Manual**

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## LETTER FROM THE SUPERINTENDENT/PRESIDENT

May 1, 2023

Dear College Community:

This document, the College's second formal update to the Participatory Governance Manual originally created in 2013, is the product of conversation, revision and review by all constituency groups at Shasta College. The manual was updated in 2017 and again in 2023. The process used to update this manual, therefore, exemplifies the "participatory governance" that it describes.

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 the various choices with regards to allocation of resources that we will make in the coming years. Ideally, after reading the manual, you will better understand your role in governance at the College.

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.

A handwritten signature in blue ink, appearing to read "Joe Wyse", with a stylized flourish at the end.

Joe Wyse, Ed.D.  
Superintendent/President

## INTRODUCTION, DEFINITIONS, AND PURPOSE

Shasta College is committed to participatory governance principles, designed to guide effective decision making supporting the College's mission and strategic goals. Participatory governance is a method of college management in which decision makers, while acknowledging the designated responsibilities of the Board and Superintendent/President, are committed to involving affected constituencies in decisions as much as possible. Participatory governance is based upon individuals having a voice in decisions that affect them.

The Board of Trustees honors the concept of participatory governance in all areas defined by state laws and regulations as policy of Shasta College, while retaining its own rights and responsibilities as the ultimate authority. The Board is committed to participatory governance and recognizes faculty, classified staff, managers, and students as having a role in the creation and revision of District policies, procedures, and planning. This is indicated in BP 2510 and AP 2510. Faculty, classified staff, managers, and students all have regular, scheduled opportunities to report to the Board of Trustees and to participate actively in the formulation and development of practices and procedures.

There are two general types of participatory committees at Shasta College:

- *Academic Senate Committees:* These committees have faculty representation and are determined by the Academic Senate working under the areas identified in AP 2510 as areas where the District relies primarily on the Senate or mutually agrees with the Senate on decision making.
- *Planning Committees:* These committees have broad representation and are charged with creating and monitoring key planning documents or recommending key planning decisions.

Participatory committees should follow these key principles:

- Meetings should be regularly scheduled and open to the public.
- Agendas and minutes should be posted publicly prior to each meeting.
- Bylaws should be created and regularly reviewed.
- The committees should have specific outcomes or work products and have accountability for implementing these.
- Committee representatives should regularly report back to the areas they represent.

In addition, Shasta College recognizes a number of *autonomous committees*. These are standing committees with bylaws, agendas, and minutes. They may have defined functions and broad representation, but they do not report to other committees.

All planning committees and autonomous committees are established by the Superintendent/President in order to provide broad opportunity for participation in decision making and planning for the District. The Superintendent/President relies on the expertise brought through the participatory process in making recommendations for planning and decision making for the good of the District and the students being served by the District.

The District also recognizes ad hoc workgroups and task forces. These are short-term groups that do not have regular bylaws but are formed to deal with specific, short-term projects or tasks.

This manual provides an overview of the scope and structure of the primary committees at Shasta College.

## OVERVIEW OF DISTRICT DECISION MAKING

Various decisions are made daily at Shasta College, not all of which can or should follow the District's integrated planning process. In some cases, education laws may dictate another process, or the urgency of the decision may require more expedient action.

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 by AB 1725 in 1989 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](#) and Title 5, Sections 53200-53206 govern Academic Senate decision-making authority. According to BP 2510, there are three areas where the District relies primarily upon the Academic Senate:

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

And there are additional areas where the District and Academic Senate must reach mutual agreement:

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:*

Student authority adheres to Title 5, Section 51023.7. 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 have a significant effect on them. 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.
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 Command Center for the purpose of coordinating communications and support efforts. Depending on the type of emergency, the Command Center may be established in the Superintendent/President’s Office, the Campus Safety Office or the Physical Plant Division Office.

The Command Center consists 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, Chief of Campus Safety, and the Fire Chief.

This 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 funding requests documented in their Annual Plans. The full process for linking resource allocation to planning is outlined in the Integrated Planning Manual. Funding requests are prioritized by the appropriate vice president 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 funding requests will be supported with new funds in the following year. In situations 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:*

Per [BP 2430 – Delegation of Authority to the Superintendent/President](#), 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.

Per [BP 3100 – Organizational Structure](#), the Superintendent/President will determine and maintain the organizational structure of the District. This structure delineates the responsibilities and areas of oversight of District employees.

#### *Updates to the Participatory Governance Manual:*

College Council, in collaboration with the Superintendent/President, is responsible for reviewing and recommending changes to the Participatory Governance Manual.



## DISTRICT COMMITTEES

What follows is a brief description of each main committee at Shasta College. The committees are organized by type (Planning, Senate, or Autonomous). More comprehensive and the most current descriptions of each committee can be found at the [Participatory Governance website](#), especially in each committee's bylaws.

## COLLEGE COUNCIL

### Purpose and Responsibilities

The College Council is the central participatory planning committee for Shasta College and is a key component of Shasta 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 consistent with the mission, 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.
- Review the College Mission Statement at least once every six years and ensure alignment of the College mission and goals with the Chancellor's Office mission and goals.
- Oversee the development of the College's Strategic Plan, the Educational Master Plan, the Integrated Planning Manual, and the Participatory Governance Manual.
- Review and provide input on resource allocation and budgeting proposals.
- Review and make recommendations on 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.
- Review reports from the Program Review Committee.
- Communicate ideas and recommendations to the campus 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.

### Reporting

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

### Membership and Chair(s)

<b>Membership</b>	<i>10 Voting Members:</i> 3 Administrators (preferably executive leadership) 3 Faculty Representatives (one will be the AS President) 3 Classified Representatives 1 Student Representative
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	<p><i>4 Non-Voting Members:</i></p> <p>1 Superintendent/President</p> <p>3 Administrators/confidential staff, including the Accreditation Liaison Officer, if possible, as appointed by the Superintendent/President</p>
<b>Chair(s)</b>	<p>1 Administrator Representative (Co-Chair)</p> <p>1 Faculty Representative (Co-Chair)</p>



**BUDGET COMMITTEE****Purpose and Responsibilities**

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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**

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

**Membership and Chair(s)**

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<b>Membership</b>	3 Administrator Representatives 3 Faculty Representatives 3 Classified Representatives 1 Student Representative
<b>Chair(s)</b>	1 Asst. Sup./VP of Administrative Services

**PLANNING COMMITTEES:**

**DISTRICT SAFETY AND WELLNESS COMMITTEE**

**Purpose and Responsibilities**

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The District Health & Safety Committee's charge is to evaluate potential health and safety issues communicated by members of the various campus constituencies and to respond to these issues in order to further the primary goal of reducing worker compensation injury claims by providing a safe and healthy environment for students, staff, and general public. In addition, the committee reviews and updates the Injury & Illness Prevention Plan as well as Injury Incident Reports and recommends actions necessary to improve safety standards and training requirements.

**Reporting**

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The District Health & Safety Committee reports and makes recommendations to the College Council.

**Membership and Chair(s)**

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<b>Membership</b>	5 Administrator Representatives 2 Faculty Representatives 2 Classified Representatives 1 Student Representative
<b>Chair(s)</b>	1 Director of Physical Plant 1 Transportation Supervisor

**ENROLLMENT MANAGEMENT COMMITTEE****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 College 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 College Council and Student Services Council, and, as appropriate, the Academic Senate.

**Membership and Chair(s)**

<b>Membership</b>	1VP of Student Services/Dean of Enrollment Services 1 Instructional Deans 5 Faculty Representatives 1 Student Services Staff 1 Student Representative
<b>Chair(s)</b>	1 VP of Student Svcs./Dean of Enrollment Svcs. (Co-Chair) 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 is responsible for the development and updating 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:*

- District Safety & Wellness Committee

### Reporting

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

### Membership and Chair(s)

<b>Membership</b>	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 ( <i>non-voting</i> ) 1 Student Services Representative 1 Physical Plant Secretary ( <i>non-voting</i> )
<b>Chair(s)</b>	1 Director of Physical Plant ( <i>ex officio</i> )

## STUDENT SERVICES COUNCIL

### Purpose and Responsibilities

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 and Student Senate.

### Reporting

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

### Membership and Chair(s)

<b>Membership</b>	1 VP of Student Services/Dean of Enrollment Services 2 Dean of Student Services 1 Associate Dean of Student Services 1 Manager from each of the following areas: EOPS/ CalWORKS, PACE/C2C, TRIO and UMOJA 1 Director - Student Success and Basic Needs 1 Instructional Dean
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	<p>Additional managers from the following to serve on a rotating basis: STEP-UP, Enrollment Services, Gateway to College and TRIO.</p> <p>Fiscal Analyst attends as a non-voting member.</p>
<b>Chair(s)</b>	1 VP of Student Services



## TECHNOLOGY PLANNING COMMITTEE

### Purpose and Responsibilities

The Technology Planning Committee is an integral component of institutional planning at Shasta 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 and maintain 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 College Council.

### Membership and Chair(s)

<b>Membership</b>	<p>1 AVP of Information Technology</p> <p>1-2 members from the following, appointments made by appropriate authority. Individuals may represent more than one area.</p> <ul style="list-style-type: none"> <li>• Instruction</li> <li>• Student Services Council</li> <li>• Administrative Services</li> <li>• Academic Senate</li> </ul>
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	<ul style="list-style-type: none"> <li>• CSEA</li> <li>• Technology</li> </ul> <p>1 Co-Chair – Elected by Committee</p> <p>1 Committee Secretary for Communications &amp; Support</p>
<b>Chair(s)</b>	<p>1 AVP of Information Technology (Co-Chair)</p> <p>1 Co-Chair Elected by Committee</p>

## ACADEMIC SENATE COMMITTEES

### Purpose and Responsibilities

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The primary purpose of the Academic Senate, as outlined in Title 5, Section 53200 of the California Code of Regulations, is to consult collegially with and make recommendations to the Board of Trustees or its designee with respect to District-wide 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.

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.

The business of the Academic Senate is carried out by a representative body of faculty called the Academic Senate Executive Committee. In turn, the Academic Senate Executive Committee delegates work to its standing subcommittees.

## ACADEMIC SENATE EXECUTIVE COMMITTEE

### **Purpose and Responsibilities**

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The Academic Senate Executive Committee has two primary purposes. The first is 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 the second is to represent the faculty of Shasta College in the formation of statewide policies on academic and professional matters.

The Academic Senate Executive Committee 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).

To accomplish this work, the Academic Senate Executive Committee delegates some duties to its standing subcommittees.

#### *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

## Reporting

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

## Membership and Chair(s)

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<b>Membership</b>	<p><i>Voting Members:</i></p> <ul style="list-style-type: none"> <li>• 11 Division Representatives</li> <li>• 7 At-Large Faculty Representatives</li> <li>• 3 Part-Time Faculty Representatives</li> </ul> <p><i>Non-voting Members:</i></p> <ul style="list-style-type: none"> <li>• Academic Senate Senate President</li> <li>• 5 Co-chairs of Standing Committees</li> <li>• 1 Asst. Sup./VP of Instruction (<i>non-voting, ex-officio</i>)</li> </ul>
<b>Chair(s)</b>	<p>1 Faculty Co-Chair elected by the committee</p> <p>1 Administrative Co-Chair (Asst. Sup./VP of Instruction)</p>

**CURRICULUM COMMITTEE****Purpose and Responsibilities**

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The primary purpose of the Curriculum Committee is outlined in Title 5 of the California Code of Regulations. The Curriculum Committee reports to and is a sub-committee of the Academic Senate. The committee shall oversee all college curriculum development, modification, and approval. The Curriculum Committee shall make recommendations to the Executive Committee of the Academic Senate regarding programs, degrees, majors, certificates, courses, and transfer requirements including General Education requirements, course revisions, disciplines, and other matters which concern curriculum.

*Standing Subcommittee*

- General Education Committee

**Reporting**

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The Curriculum Committee is a subcommittee of the Academic Senate and therefore reports and makes recommendations to the Executive Committee of the Academic Senate.

**Membership and Chair(s)**

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<b>Membership</b>	<p><i>Voting Members:</i></p> <p>Twelve Faculty Representatives with one faculty representative from each of the following areas:</p> <ul style="list-style-type: none"> <li>• Communications, Fine Arts, World Languages</li> <li>• Social Sciences</li> <li>• Agriculture, Industrial Technology, Natural Resources,</li> <li>• Business, Technology</li> <li>• Health Sciences</li> <li>• Consumer Sciences, Early Childhood Education, Human Services, Nutrition</li> <li>• Career and Life Success, Health, Kinesiology, Physical Education, Public Safety, Student</li> </ul>
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	<p>Development</p> <ul style="list-style-type: none"> <li>• English, ESL</li> <li>• Mathematics</li> <li>• Sciences</li> <li>• Library</li> <li>• Counseling, Student Services</li> </ul> <p><i>Non-voting Members:</i></p> <ul style="list-style-type: none"> <li>• Faculty Co-Chair</li> <li>• Administrative Co-Chair (the current CIO)</li> <li>• Articulation Officer</li> <li>• Student appointed by Shasta College Student Senate</li> </ul>
<b>Chair(s)</b>	<p>1 Faculty Co-Chair elected by the committee</p> <p>1 Administrative Co-Chair (Asst. Sup./VP of Instruction)</p>

**FACULTY EXCELLENCE COMMITTEE****Purpose and Responsibilities**

The purpose to the Faculty Excellence Committee is to adhere to the California Code of Regulations, Section 55724, including:

- Developing institutional criteria for professional development credit.
- Facilitate content creation and approve the schedule for professional development days/activities.
- Develop and review faculty surveys regarding professional development (Welcome Back Day/general professional development surveys).
- Apply feedback to shape future professional development opportunities.

*Standing Subcommittee*

- Student Learning Outcomes Committee

**Reporting**

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

**Membership and Chair(s)**

<b>Membership</b>	<p><i>Voting Members:</i></p> <ul style="list-style-type: none"> <li>• The committee will be comprised of nine faculty, ideally at least one representative from each academic division, and one non-instructional faculty member.</li> </ul> <p><i>Non-voting Members:</i></p> <ul style="list-style-type: none"> <li>• Administrative Co-chair.</li> </ul>
<b>Chair(s)</b>	<p>1 Faculty Co-Chair elected by the Faculty Excellence Committee</p> <p>1 Administrative Co-Chair</p>

**GENERAL EDUCATION COMMITTEE****Purpose and Responsibilities**

The primary purpose of the General Education Committee is to review new and revised courses for placement in general education patterns. Additionally, the committee will discuss and forward curriculum recommendations regarding graduation requirements, associate degrees, certificates, or other issues received from the Curriculum Committee or Academic Senate

**Reporting**

The General Education Committee is a subcommittee of the Curriculum Committee which is a subcommittee of the Academic Senate and therefore reports and makes recommendations to either the Curriculum Committee or the Executive Committee of the Academic Senate depending on the issue.

**Membership and Chair(s)**

<b>Membership</b>	<p><i>Voting Members:</i></p> <p>Eleven faculty representatives</p> <ul style="list-style-type: none"> <li>• 2 representatives from SLAM</li> <li>• 2 representatives from ACSS</li> <li>• 1 representative from BACTE</li> <li>• 1 representative from DAPS</li> <li>• 1 representative from HSUP</li> <li>• 2 at large representatives (May represent non-instructional or instructional area)</li> <li>• 1 representative from counseling</li> <li>• Articulation officer</li> </ul> <p><i>Non-voting members:</i></p> <ul style="list-style-type: none"> <li>• Faculty co-chair</li> </ul>
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	<ul style="list-style-type: none"> <li>• Administrative co-chair</li> </ul>
<b>Chair(s)</b>	1 Faculty Co-Chair elected by the committee 1 Administrative Co-Chair (non-voting)

**SCHOLASTIC STANDARDS COMMITTEE****Purpose and Responsibilities**

The committee shall follow District policy and Title 5 of the Education Code in reviewing student academic appeals to:

- Ensure that scholastic/academic standards are met
- Ensure a fair and equitable process to student academic appeal petitions

Student academic appeal petitions which relate to academic and professional matters under the purview of the Shasta College Academic Senate include course repetition, significant lapse of time, scholastic deficiency, catalog rights, and extenuating circumstances for changing an evaluative grade to a withdrawal.

**Reporting**

The Scholastic Standards Committee is a subcommittee of the Academic Senate and therefore reports and makes recommendations to the Executive Committee of the Academic Senate.

**Membership and Chair(s)**

<b>Membership</b>	<p><i>Voting Members:</i></p> <ul style="list-style-type: none"> <li>• The committee will include a minimum of one representative from each academic division,</li> <li>• a counseling representative</li> </ul> <p><i>Non-voting Members:</i></p> <ul style="list-style-type: none"> <li>• A representative appointed by Shasta College Student Senate</li> </ul>
<b>Chair(s)</b>	<p>1 Faculty Co-Chair elected by the committee</p> <p>1 Administrative Co-Chair</p>

## STUDENT LEARNING OUTCOMES COMMITTEE

### Purpose and Responsibilities

The purpose of the Student Learning Outcomes (SLO) Committee of the Academic Senate of Shasta College is to oversee the SLO process at Shasta College as it relates to academic and professional matters typically addressed by the Senate.

### Reporting

The Student Learning Outcomes Committee is a subcommittee of the Faculty Excellence Committee, which is a subcommittee of the Academic Senate and therefore reports and makes recommendations to the Faculty Excellence Committee or the Executive Committee of the Academic Senate depending on the issue.

### Membership and Chair(s)

<b>Membership</b>	<p><i>Voting Members:</i></p> <p>10 Faculty Representatives</p> <ul style="list-style-type: none"> <li>• 5 Faculty division representatives (following Senate allocations)</li> <li>• 3 at-large Faculty representatives, including 1 part-time faculty representative</li> <li>• 1 non-instructional Faculty representative</li> <li>• 1 Faculty Co-Chair</li> </ul> <p><i>Non-voting Members:</i></p> <ul style="list-style-type: none"> <li>• 1 Administrative Co-Chair</li> </ul>
<b>Chair(s)</b>	<p>1 Faculty Co-Chair Elected by the committee</p> <p>1 Administrative Co-Chair</p>



**EQUAL EMPLOYMENT OPPORTUNITY COMMITTEE****Purpose and Responsibilities**

Equal Employment Opportunity Committee was established as an advisory body to the Equal Employment Opportunity Officer and the District as a whole to take action to eliminate barriers to employment, advancement, and inclusion for underrepresented individuals. The Shasta-Tehama-Trinity Joint Community College District *Equal Employment Opportunity Plan* (Plan) was adopted by the Governing Board on May 31, 2019. 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 Equal Employment Opportunity Committee's role is to:

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

**Membership and Chair(s)**

<b>Membership</b>	1 Associate Vice President of Human Resources (EEO Plan Officer) 1 Classified Representatives 2 Faculty Representatives 1 Administrator Representative 3 Representatives At-Large 1 Student Representative 1 Student Equity Committee Representative
<b>Chair(s)</b>	1 Chair annually appointed by the Superintendent/President

## PROFESSIONAL DEVELOPMENT COMMITTEE

### Purpose and Responsibilities

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.

### Membership and Chair(s)

<b>Membership</b>	3 Administrator Representatives 1 Faculty Representative (also a member of the Faculty Excellence Committee) 3 Classified/Confidential Representatives
<b>Chair(s)</b>	Chair or Co-Chairs Elected by Committee

**PROGRAM REVIEW COMMITTEE****Purpose and Responsibilities**

Program Review Committee, or PRC, is defined by Administrative Procedure 4020 – Program and Curriculum Development. The purpose of the Program Review Committee (PRC) is to help ensure instructional quality. They function to:

- Provide training and support for Peer Writing Teams and Peer Review Teams who analyze and assess the academic programs within Guided Pathways Interest Areas.
- Communicate broadly and celebrate effective practices at least once per year.
- Make recommendations regarding the disposition of programs as follows:
  - Continue without qualification
  - Continue with qualification
  - Discontinue

The PRC oversees all processes for Program Review, including:

- Guidelines for faculty and staff involvement and responsibilities
- Documentation design and development
- Training and training materials
- Committee responsibilities and operations
- Program Review documentation timelines
- Program Review completion cycles

**Membership and Chair(s)**

<b>Membership</b>	2 Division Deans 2 Students 1 Researcher 1 Member from the Office of Instruction 1 Academic Counselor 1 Academic Senate representative 1 Representative from EWD 1 Representative from Extended Education 1 Faculty from each Interest Area (total 10)
<b>Chair(s)</b>	1 Faculty (co-chair) 1 Dean (co-chair)

## STUDENT SENATE

### 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, leadership and vehicles for engagement. Additionally, the SCSS oversees campus clubs and organizations and oversees club approvals.

### Membership and Chair(s)

<b>Membership</b>	<i>Student Officers:</i> 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 10 Student Senator positions <i>District Members:</i> 1 Faculty Advisor or designee
<b>Chair(s)</b>	1 President of Student Senate







**Shasta College**

[www.shastacollege.edu](http://www.shastacollege.edu)

11555 Old Oregon Trail  
P. O. Box 496006  
Redding, CA 96049-6006

(530) 242-7500



Shasta College is an equal opportunity educator and employer.