Lake Tahoe Community College District

Organization and Governance Handbook

Spring 2012 (June 14, 2012)

Lake Tahoe Community College
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www.ltcc.edu

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Introduction

Lake Tahoe Community College (College) is committed to the principles of participatory governance founded on consultation and collegiality. The principles facilitate institutional participation in college decision-making through recommendations from the various standing committees and guide the achievement of the College’s mission and strategic goals.

The Lake Tahoe Community College District Board of Trustees recognizes that one of the basic principles of academic governance in higher education is that authority derives not only from the powers vested in governing boards and their staffs by law, but also from the knowledge and experience possessed by the faculty, administration, staff, and students. Because both sources of authority are vital to the development and implementation of sound educational policy, the Board of Trustees wishes to encourage to the greatest extent possible the practice of participating effectively at Lake Tahoe Community College. Participating effectively recognizes, and indeed is predicated on, the sincere commitment on the part of all participants to our students, our professions, and our institution. It is a complex process of consultation that demands from the Board of Trustees, faculty, administrators, classified staff and students a respect for divergent opinions, a sense of mutual trust, and a willingness to work together for the good of the instructional enterprise. Participating effectively embraces the basic objective that all key parties of interest should participate in jointly developing recommendations for governing board action. It is with this in mind that Lake Tahoe Community College uses consensus decision-making as its model of participating effectively. Consensus decision-making is designed to be a collaborative and cooperative process where participants contribute to a shared proposal that becomes the best possible decision that addresses the concerns of all group members. Furthermore, it recognizes the need for all members to provide, when possible, equal input into the process. The ethics of consensus decision-making encourage participants to place the good of the whole group above their own individual preferences.

Organization of Handbook

This Organization and Governance Handbook (Handbook) was developed as a resource for all College employees to provide information and an overview of the participatory decision-making structures. This Handbook contains information on the organizational structure of the college, bargaining units, College councils, the Academic Senate and Associated Student Council of Lake Tahoe Community College. It also covers the purpose and membership of each council as well as a flow chart of relationships between councils.

If you would like to see full bylaws for each council, please see the Governance Bylaws Handbook.

Background

Over the past few years, governance, decision making, and participation have been identified as an area that requires restructuring as evidenced in staff surveys. In the faculty and staff survey completed in the fall of 2010 participation; governance roles in policies, planning, budget, and decision making were identified as areas for improvement. The College Planning Council assessed the need for changes during 2010-11 and recommended a Governance Summit. These issues were identified in the Self Study report submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC).

Beginning in November 2011, as small Governance planning committee made of college constituency leadership began planning a Governance Summit (Summit). On March 9, 2012, the college governance leadership convened a Summit. The Summit agenda was derived from
input for the past survey results and comments, and the planning committee’s work on possible governance structures. The agenda for the Summit included:

- An overview of the purpose of the Summit
- Statutes associated with college governance
- A review of the assessment of governance at LTCC
- Discussion of the history and current governance structure
- Current challenges in our governance process
- A proposal for a future governance structure
- Small group breakouts to discuss the proposal
- A presentation on “Participating Effectively” by Michelle Pilati (State Academic Senate President) and Scott Lay (CEO of the Community College League of California).
- Small group report out on recommendations

As a result of the Summit, a new governance structure model has been developed and implemented. The newly formed Institutional Effectiveness Council will be responsible for assessing the effectiveness of the new structure.

**LTCC Vision Statement**
Lake Tahoe Community College will provide outstanding educational opportunities for every student in a personal learning community. Guided by our commitment to learning, we will be known for our innovative instructional programs delivered in a student-oriented environment. Academic excellence and strong community partnerships will afford our student the experiences necessary for their future.

**LTCC Beliefs**
We at Lake Tahoe Community College believe:

- Students come first.
- An educated citizenry is fundamental.
- Learning enhances the quality of life.
- Innovation, integrity, high standards and the pursuit of excellence are essential.
- Diversity enriches.
- We make a difference.

**LTCC Mission Statement**
Lake Tahoe Community College (LTCC) provides access to higher education for the local community and to those who show an interest in our unique and supportive environment. LTCC focuses on enhancing the intellectual, cultural, and economic vitality of our diverse community by offering opportunities for students to achieve their educational, professional, and personal goals through the provision of:
• Developmental education to achieve basic foundational skills in English, including reading and writing, and mathematics, which are essential for students to succeed in the workforce and higher education.

• Professional and career education to achieve employment, and enhanced career and technical skills for job achievement, in order to stimulate the development of an increasingly diverse local economy, and to advance California’s economic growth and global competitiveness.

• Lower division post-secondary education to achieve transfer to a four-year post-secondary educational institution and success in obtaining a degree.

• General education to achieve critical thinking and communication skills, global awareness, personal responsibility, and professional development.

LTCC is committed to fostering innovation and sustainable practices that contribute to institutional effectiveness and student success, verified by a process of assessment, and supported by integrated planning and resource allocation.
LTCC Institutional Organizational Charts

The following five pages lay out the organizational structure and personnel of LTCC as of July 2012. This organizational chart does not include a listing of our adjunct instructors or temporary hourly staff. Each quarter our district hires approximately 150-175 adjunct instructors and over 100 temporary hourly employees such as tutors and instruction aides. Without these temporary hires, our district would be unable to serve the needs of our students.

Board of Trustees and Administration
Instruction – Science and Math

Lake Tahoe Community College
Instruction
Science, Business and Occupational Programs

Cynthia Preston
Dean of Science & Business

Shelley Hanson
Administrative Assistant

Accounting: Biology; Business; Child Development Center; Computer Applications; Chemistry; Computer Information Sciences; Culinary Arts; Early Childhood Education (ECE); Economics; Environmental Science; Geography; Geology; Green Sustainable Educator; Health; Math; Physical Education; Physical Science; Physics; Mono/Alpine County Classes; California Conservation Corps; Occupational Programs; Tahoe Parent’s Nursery School (TPNS); Wilderness Education; Workforce Development

Earth Science
- Scott Valentine, Instructor, Earth Science
  - Martin Wallace, Instructor, GEO

Physics
- Becky Ginn, Instructor, BIO
  - Sue Kibbe, Instructor, BIO
  - Kathy Sweeney, Lab Specialist - Science
  - Cathy Cox, Instructor, PHY

Vocational Education

Wilderness Community Education
- David Reissig, Wildlife Ed. Coord. (adjunct)
  - Erich Sturgeon, Instructor, ISN
  - Jon Kingsbury, Instructor, ISN
  - Troy Thomas, Instructor, ISN

Business, CAO, CIS
- Jackie Lou, Instructor, CAO
  - Mike Spinks, Instructor, CIS
  - Steve Bond, Instructor, CWS

Math
- Long Green, Instructor, MAT
  - Strauss, Ambruzzo, Instructor, MAT
  - Steve Richardson, Instructor, MAT

Community Education
- Megan Weiskopf, Director of Client Services

Physical Education/Health
- Tanna Ring, Instructor, PET
  - Walter Morris, Instructor, PET

Culinary Arts
- Stephen Ferraiuolo, Instructor, OUL

ECE & Child Development Center (CEC)
- Michelle Shaw, Director, ECE/Child Development
  - Karen Allen, Director, OUL
  - Cindy Lu, Robinson

TPNS
- Jennifer Brookens, Coordinator
  - Aileen Yarn, Coordinator

Vocational Education & Technical Preparation

Lake Tahoe Community College
Instruction
Vocational Education & Technical Preparation

Virginia Dyer
Director of Career & Technical Education

Tracy Owen-Chapman
Work Experience Coordinator (retired

Addiction Studies, Criminal Justice, Dental Assisting, Emergency Medical Technician (EMT), Fire Science, Forestry, Horticulture, Medical Office Assistant, Nursing Assistant Training (NAAT), Real Estate, Tech Prep, VTEC, Allied Health, Economic & Business, Camera, Development, Workforce Development

Jamie Rhines
Program Technician

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Decision Making Process

While legislative regulations establish minimum standards to ensure faculty, staff and students the right to participate effectively in college governance, the College is committed to the spirit and practice of inclusive and comprehensive consultation in college decision-making. This commitment includes:

A. All employees should have a clear understanding of their roles and responsibilities in college decision-making processes;

B. All employees should have opportunities to participate meaningfully in college governance;

C. Information should be shared openly and in a timely manner with all constituencies; and

D. College decision-making processes should undergo regular review and assessment by all constituencies to ensure their continuing effectiveness and improvement.

As part of the commitment the College uses consensus as a decision-making model.

A. Rules of Procedure for Conduct of Meetings

1. The Council will operate from the consensus building process. Decisions arising from agenda items will process through the following structure:
   a. Discussion of the item: The objective is to identify opinions and information on the topic along with the possible general direction of the group.
   b. Formation of a proposal: From the discussion, a formal proposal on the issue is presented to the group.
   c. Call for consensus: The facilitator calls for consensus on the proposal where each member of the group must actively state their agreement with the proposal.
   d. Identification and addressing of concerns: If consensus is not achieved, each dissenter presents her or his concerns with the proposal, potentially starting another round of discussion to address or clarify the concern.
   e. Modification of the proposal: The proposal may be amended or rephrased in an attempt to address the concerns of the decision-makers.

2. Quorum
   A quorum must be present to hold a meeting. For this purpose, a quorum is defined as a majority of the specific council’s members.

3. Decisions
   Decisions will be made by unanimous agreement once the agenda item has come to a call for consensus (see IV.A.1.c above). If any member objects, she/he can block consensus according to the guidelines described below (see IV.A.4.). These groups use the term consensus to denote both the discussion process and the decision rule.

4. Dissent Options
   Groups that require unanimity allow individual members the option of blocking a group decision. This provision motivates a group to make sure that all group members consent to any new proposal before it is adopted. When there is
potential for a group decision to be blocked, both the group and any dissenters in
the group are encouraged to collaborate until agreement can be reached. Simply
vetoing a decision is not considered a responsible use of consensus blocking.

When a participant does not support a proposal, he/she does not necessarily
need to block it. When a call for consensus on a motion is made, a dissenting
delegate has one of three options:

- **Declare reservations:** Group members who are willing to let a motion
  pass but desire to register their concerns with the group may choose
  "declare reservations." If there are significant reservations about a motion,
  the decision-making body may choose to modify or re-word the proposal.

- **Stand aside:** A "stand aside" may be registered by a group member who
  has a "serious personal disagreement" with a proposal, but is willing to let
  the motion pass. Although stand asides do not halt a motion, it is often
  regarded as a strong "nay vote" and the concerns of group members
  standing aside are usually addressed by modifications to the proposal.
  Stand asides may also be registered by users who feel they are incapable
  of adequately understanding or participating in the proposal.

- **Block:** Any group member may "block" a proposal. In order for a block to
  be sufficient to stop a proposal, three blocks from at least two
  membership groups are required. Blocks are generally considered to be
  an extreme measure, only used when a member feels a proposal
  "endanger[s] the organization or its participants, or violate[s] the mission
  of the organization" (i.e., a principled objection).

**Governance Relationships**

It is vital to effective governance at the College that each employee understands their role in the
process. Below is a list of the major college stakeholder groups and their defined roles.

**The Board of Trustees**

The Board of Trustees, as elected representatives of the community, is the final voice in the
district (subject to the laws and appropriate regulations of the State Legislature and Chancellor's
Office).

The relationship between a board of trustees and an administration is that the board sets policy
and the administration carries it out. The College Board of Trustees is responsible for policy
decisions.

Responsibilities:

- Determine the broad general policies which govern the operation of the district, and
- Adopt policies participating effectively
LTCC Participatory Governance

Organizational Chart

Governance Group Descriptions

Definitions

Council
A council meets on a regular basis and is composed of constituency representatives designated or selected to act in an advisory capacity. A council often directs the work of numerous committees or task forces:

- Presidents Council
- Presidents Advisory Council
- Institutional Effectiveness Council
- College Learning Council
- Budget Council
- Technology Council
- Facilities Council
Standing Committee
A standing committee is composed of constituency representatives and considers matters pertaining to a designated charge or subject. A committee reports its recommendations to appropriate representative bodies. Committees exist for the following purposes.

- Enrollment Management Committee
- Distance Education Committee
- Basic Skills Committee

Task Force or adhoc
A task force or ad-hoc committee addresses special college-wide issues or tasks and meets until the issue is resolved or the task is completed.

Institutional Effectiveness Council

I. Purpose
At Lake Tahoe Community College the Institutional Effectiveness Council serves as the official body on campus to provide for faculty, staff, administrators, and students the opportunity to participate in the governance and consensus decision-making processes of the college in areas specified in Article VII, Scope, of these Policies and Procedures. The Institutional Effectiveness Council recognizes that ethical and effective leadership resides throughout the institution and encourages all constituents to participate in an ongoing effort to improve the practices, programs, and services of the college. When ideas for improvement have policy, budget or other significant institution-wide implications, the Institutional Effectiveness Council provides a process for effective discussion, planning, and implementation. The Institutional Effectiveness Council also recognizes and respects that other organizations on campus have areas of responsibility for college governance issues.

II. Membership
A. Composition by groups (total 11 members):

- 3 Faculty (of which one may be adjunct)

- 3 Classified Staff
  - CEU (1)
  - CES (1)
  - Confidential (1)

- 2 Students

- 3 Management
  - Vice President of Academic Affairs & Student Services (1)
  - Vice President Administrative Services Directors (1)
  - (1)
B. Selection

Each organization will inform the IEC Secretary (Administrative Assistant to the Superintendent/President) of their appointments to the IEC.

C. Term of Office

1. Terms will be for three years (October 1-September 30) except for initial appointments and any mid-term replacements, which will result in staggered terms. Appointments will be made in June proceeding the term of appointment.

2. Student terms will be for one year (October 1-June 30) with appointments made in September preceding the term of appointment.

D. Facilitator

1. The Council will select its facilitator and co-facilitator annually at the first meeting in October. Should the elected facilitator not be able to attend a scheduled meeting, the co-facilitator shall serve in his/her absence. Should the co-facilitator be the facilitator, and is absent, he/she shall appoint a designated facilitator for that meeting by notifying the IEC Secretary.

2. The facilitator and co-facilitator shall provide mentoring services to student members of the Council.

III. Functions

The functions of the Institutional Effectiveness Council are to:

A. Advise the Superintendent/President on policies and procedures and related college issues and implement the college’s overall planning activities with the prioritization of short- and long-term goals and priorities.

B. Act as the institutional accreditation steering committee and make recommendations for ongoing institutional improvement.

C. Be a resource to the campus on accreditation issues; understand accrediting standards and inform the college community.

D. Develop and implement processes and procedures to evaluate institutional integrity and effectiveness, including governance and consensus decision-making structures and processes; widely communicate these results and assure their use for institutional improvement.

E. Facilitate communication and consultation on issues related to institutional policy and planning including progress in achieving college goals and institutional effectiveness.

F. Review recommendations of the institutional councils - Learning Council, Budget Council, Facilities Council, and Technology Council - and facilitate collaboration between these councils to ensure alignment with the strategic plan and its short- and long-term goals and priorities.

G. Review and update the college’s strategic plan and its mission, vision, and philosophy statements through the coordination of college-wide consultation.
LTCC Academic Senate

I. Purpose
The Academic Senate, in accordance with Title 5 of the California Code of Regulations, shall be the recognized representative of the faculty to the administration and Board of Trustees of Lake Tahoe Community College in matters concerning academic and professional issues, and shall participate in the formation and revision of district policies and procedures in all matters of an academic and professional nature.

The purpose of the Senate shall be to:

- Promote the general welfare of Lake Tahoe Community College and the faculty.
- Promote the development and maintenance of high standards in teaching within a framework of academic freedom, professional responsibility, and ethics.
- Strengthen the role that faculty members play in the College’s governance processes.
- Participate in the process of developing the educational philosophy, objectives, plans, and budgets of the district.
- Participate in the selection of administrative and management personnel and faculty.
- Assess and declare positions on existing and proposed legislation relative to the welfare of the district and the California Community College system.
- Represent the faculty of Lake Tahoe Community College and make recommendations to the college administration and the Board of Trustees with respect to local and statewide academic and professional matters and the formation of college policy. "Academic and professional matters" means the policy development and implementation matters delineated in section 2.

II. Responsibilities
The Academic Senate shall have primary responsibility (the Board of Trustees shall “rely primarily” on the Senate) and shall work with the Board of Trustees to reach mutual agreement (“mutually agree”) on academic and professional matters as follows (Board/Senate Agreement):

1. Curriculum, including establishing prerequisites and placing courses within disciplines—rely primarily
2. Degree and certificate requirements—rely primarily
3. Grading policies—rely primarily
4. Educational program development—mutually agree
5. Standards or policies regarding student preparation and success—rely primarily
6. District and college governance constitutions, as related to faculty roles—rely primarily
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports—mutually agree
8. Policies for faculty professional development activities—rely primarily
9. Processes for program review—mutually agree
10. Processes for institutional planning and budget development—mutually agree
11. Appointment of faculty to committees—rely primarily
12. Prioritization and processes for hiring of faculty—rely primarily
13. Other academic and professional matters as are mutually agreed upon between the Board of Trustees and the Senate—mutually agree
According to California Code of Regulations, Title 5, SECTION 53200, 
“‘Consult Collegially’ means that the district governing board shall develop policies on academic 
and professional matters through either or both of the following:

1. Rely primarily upon the advice and judgment of the academic senate, OR

2. The governing board, or its designees, and the academic senate shall reach mutual 
agreement by written resolution, regulation, or policy of the governing board effectuating such 
recommendations….

3. When the board elects to rely primarily upon the advice and judgment of the academic 
senate, the recommendation of the senate will normally be accepted and only in exceptional 
circumstances and for compelling reasons will the recommendations not be accepted.

4. When the board elects to provide for mutual agreement with the academic senate, and an 
agreement has not been reached, existing policy shall remain in effect unless such policy 
exposes the district to legal liability or fiscal hardship. In cases where there is no existing policy, 
or when legal liability or fiscal hardship requires existing policy to be changed, the board may 
act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or 
organizational reasons.”

III. Membership Qualifications

Membership in the Academic Senate shall consist of those individuals employed by the Lake 
Tahoe Community College District who as contract employees are employed one-half time or 
more in regular, authorized positions and who are employed in positions that are not designated 
as supervisory or management. An adjunct faculty member is eligible for membership only if 
currently employed by the district.

Members (Senators) will regularly attend meetings of the Academic Senate of Lake Tahoe 
Community College and will professionally discuss, debate, and take opinions on matters 
brought before the Academic Senate.

Ineligibility
If a member of the Academic Senate becomes ineligible for membership (refer to Constitution, 
Article III, Section 1), that person will no longer continue to be a member of the Senate and the 
vacancy shall be filled as provided in the Bylaws.

IV. Composition and Officers

Composition
The Academic Senate shall be composed of the elected President of the Senate, the elected 
Vice-President of the Senate, the elected Secretary of the Senate, six (6) additional full-time 
faculty members, and two (2) adjunct faculty members.

Officers
The officers of the Senate shall include a President, Vice-President, and a Secretary. The 
officers’ terms, election procedures, and duties are set forth in the Bylaws.

Representation
Representation to the Senate shall be as follows. There will be a total of eight (8) 
representative Senators according to the following academic groups:
1. Mathematics, Physics, Biology, Chemistry, Geology, and Physical Education (2 Senators)
2. Anthropology/Sociology, Psychology, History/Political Science, English, Art, World Languages, Music, Theatre (2 Senators)
3. Counseling, Disabilities Resource Center, Library (1 Senator)
4. Early Childhood Education, Culinary Arts, Business, Computer and Information Sciences, Computer Applications (1 Senator)
5. Adjunct Faculty (2 Senators)

The President, Vice-President, and Secretary shall be nominated and elected by the faculty as a whole. Academic group members shall nominate and elect from their own group. If any academic group chooses not to elect a representative that position will become an at-large position, and the person elected to that at-large position will represent all full-time faculty members. Only Senators elected by the means set forth in the Bylaws will be seated. Officers and Senators shall not hold concurrent positions, except if necessary to fill a vacancy on an emergency and/or temporary basis.

College Learning Council

I. Purpose and Philosophy

The College Learning Council (CLC) serves as a college-wide governing body for coordinated quality learning at Lake Tahoe Community College. The CLC is to commission, review, and approve the work of various committees, task forces, and individuals in areas related to the general charge of the Council.

The CLC will act as an effective and efficient participatory governance body to assist in the decision making around and the implementation of decisions involving academic matters. The CLC will act in compliance with Board Policy and the nature of participatory governance as established in Title 5, California Education Code, and California state regulation and legislation.

The CLC will ensure that its communication, deliberation, and decision-making processes incorporate the input of the Academic Senate and that all 10+3 matters are forwarded to the Academic Senate for its recommendation. Additionally, the CLC will determine by consensus whether items will be forwarded to the Institutional Effectiveness Council (IEC) as consent or action items.

II. Proposed Areas of Responsibility, Oversight, and Communication:

A. Support Curriculum Processes
B. Academic and Student Services Policies, Program Planning/Review and Unit Planning, including Associated Funding Prioritization.
C. Faculty Hiring Prioritization
D. Faculty Professional Development
E. Catalog
F. Credit and Non-Credit Schedules
G. Enrollment Planning & Management
H. Coordination of Endowed Chairs, Scholarships, Grants, and Awards via LTCC Foundation
I. Faculty Orientation, Induction, Tenure, and Review Processes
J. Distance Learning
K. Learning Support, Learning Resources, Libraries, and Learning Technology
L. College Assessment and Placement Programs
M. Learning-related Partnerships and School and University Articulation
N. Coordination of Learning-related Grants (Perkins, Title III, TRiO, etc.)
O. Relationship between Community Education and Credit Programs
P. Program Development/Revitalization/Discontinuance Policies
Q. Accreditation where applicable

III. Council Membership:
   A. Vice-President of Academic Affairs & Student Services (Chair)
   B. Academic Senate President (Chair)
   C. Academic Senate Vice-President
   D. Other Faculty Representatives (4) (as appointed by Academic Senate President)
   E. Academic Deans (2)
   F. Student & Academic Support Dean (1)
   G. Director of Vocational & Technical Programs (1)
   H. Student Representatives (1)
   I. Director of Institutional Research & Planning (1-Ex Officio)
   J. Director of Admission & Records (1-Ex Officio)

Budget Council

Reports to: Institutional Effectiveness Council

I. Functions
   • Hold primary responsibility to assist in the development of the College Resource Plan, integrating recommendations from the educational, technology, and facilities master plan.
   • Develop and respond to the accreditation Standard III.D, as well as other relevant accreditation requirements.
   • Support and track College goals and objectives and ensure that the management of institutional financial resources support established goals and objectives.
   • Develop, interpret, recommend, and communicate policies, guidelines, and procedures related to budget processes and resource allocation.
   • Communicate information to faculty, staff, and administration.
   • Act as a recommending body to the Institutional Effectiveness Council on issues related to budget development and management.
   • Review and recommend assumptions for use in district budget development (i.e., the BAG)
II. Membership and Appointment
Co-Facilitators: Vice President of Administrative Services (ex-officio)

*Annually rotated among Constituencies*

3 Faculty
   Academic Senate (2)
   Faculty Association (1)

3 Staff
   CES (1)
   Confidential (1)
   CEU (1)

3 Management
   Director of Fiscal Services (ex-officio)
   Administrators/Directors (2)

1 Student

Technology Council

Reports to: Budget Council

I. Functions

• Hold primary responsibility to develop the Technology Master Plan.
• Develop and respond to accreditation Standard III. C, as well as other relevant accreditation requirements.
• Develop, interpret, recommend, and communicate policies, guidelines, and procedures related to the Technology Master Plan.
• Communicate information to faculty, staff, and administration as well as through Institutional Effectiveness Council as appropriate.
• Act as a recommending body to the Budget Council on issues related to technology.
• Collaborate with the College Learning Council around issues specific to instructional and student services’ technology needs.

II. Membership and Appointment
Co-Facilitators: Interim Executive Director f Technology & Education Services (ex-officio)

*Annually rotated among Constituencies*

3 Faculty
   Academic Senate (3)

3 Staff
   *CES (1)
   *CEU (1)
   Confidential (1)

3 Management
   VP, Academic Affairs & Student Services (ex-officio)
   Administrators/Directors (2)

1 Student

*Priority for one of these appointments to be granted from the Office of Information Technology.*
Facilities Council

Reports to: Budget Council

I. Functions

- Hold primary responsibility to develop the facilities master plan.
- Develop and respond to accreditation Standard III.B, as well as other relevant accreditation requirements.
- Build institutional annual and long term goals to develop and implement initiatives leading toward the recommendation of the FMP, the 5-year capital outlay plan, space inventory, scheduled maintenance, and other required state and federal reports.
- Develop, interpret, recommend, and communicate policies, guidelines, and procedures related to the facilities master plan.
- Communicate information to faculty, staff, and administration as well as through Institutional Effectiveness Council as appropriate.
- Act as a recommending body to the Budget Council on issues related to facilities.
- Provide overall guidance and direction to Emergency Preparedness/SEMS/Safety efforts.
- Provide overall guidance and direction to college sustainability efforts.
- Collaborate with the College Learning Council around issues specific to instructional and student services’ facility needs.

II. Membership and Appointment

Co-Facilitators: Vice President of Administrative Services (ex-officio)  
Annually rotated among Constituencies

3 Faculty
  - Academic Senate (3)

3 Staff
  - CES (1)
  - CEU (1)
  - Safety Officer (ex-officio)

3 Management
  - Director of Maintenance and Operations (ex-officio)
  - Administrators/Directors (2)

1 Student

Other Administrative Organizational Councils, Committees, & adhoc Committees/TaskForces

President’s Council

I. Purpose and Scope

The President’s Council is the administrative advisory group to the Superintendent/President.

II. Composition of President’s Council

1. Superintendent/President (Chair)
2. Vice President, Academic Affairs & Student Services
3. Vice President, Administrative Services
4. Dean of Instruction (Humanities & Social Science)
5. Dean of Instruction (Science & Business)
6. Dean of Student Academic and Support Services
This group meets the second and fourth Tuesday of each month to discuss the operations of the district, advise the Superintendent/President on important issues and upcoming decisions concerning the district, and to come to consensus on pending recommendations to the College Council on budget issues, planning and policies.

**Presidents Advisory Council**

I. Purpose and Scope
The President’s Advisory Council is a management advisory group to Superintendent/President.

II. Composition of President’s Advisory Council
All Director’s, Managers, and Administrators are invited to attend. This group meets on the first and third Tuesday of every month.

**Classified Employees Senate (CES)**

I. Purpose and Scope
CES’s purpose is to promote the efficiency and raise the standards of employment and service of all classified school employees within the Lake Tahoe Community College District; afford opportunity for the interchange of ideas upon subjects pertaining to the progressive development of the community college system; initiate and promote such activities as may be in the best interest of the district and/or the members of its organization; and to promote the activities of classified employees.

II. Composition of Committee
Members of the CES include any classified employee assigned to a full-time or permanent part-time classified position in the district.

Officers serve a one-year term (July 1 to June 30), are nominated by a CEU nominating committee and selected during a CES meeting. Officers include:

- President
- President-Elect
- Past President
- Treasurer
- Secretary

III. CES Committees:
- CES Staff Development
- Health and Benefits
- Holiday Party
- CES Scholarship Fundraisers
Associated Student Council (ASC)

I. Purpose and Scope
The purpose of the ASC is to give students effective student representation, and to direct student activities which stimulate the intellectual, physical, and social life of our college. The ASC is comprised of dedicated students who have full-time schedules: college coursework, work, and family lives. The ASC serve students’ needs, concerns and interests at committee meetings on campus and at the state level, under the provision of the Title 5 § 51023.7 (Appendix 1) include the following:

The specific goals of the ASC are to:
- Inform students of their rights and responsibilities;
- Motivate students to participate in policy making that affects their educations, thereby improving the quality of their educational experience;
- Involve students in extra-curricular activities;
- Maintain a high standard of student life by promoting and administering programs that enrich academic, cultural and social life at Lake Tahoe Community College.

II. Composition of ASC
All candidates and members of the ASC must be a student currently registered for credit course(s) at Lake Tahoe Community College, maintain at least eight (8) units during the period of his/her office, and maintain at least a 2.0 grade point average, both quarterly and cumulatively. The ASC is composed of sixteen (10) voting members, which includes eight (8) Executive Officers and eight (2) Representatives:

- President
- Student Trustee
- Vice President (Representative to the Foundation Board)
- Commissioner of Finance
- Secretary
- Commissioner of Activities
- Commissioner of Political Affairs
- Commissioner of Public Relations
- Representatives (2)

The Student Council appoints, by majority vote, a member to fill available positions. All members of the ASC serve a term of one (1) year.
Facilities Planning Committee – Currently adhoc
A. The purpose of this committee is advisory to develop the Facilities Master Plan
B. Composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President/Superintendent</td>
<td>Dr. Kindred Murillo</td>
</tr>
<tr>
<td>VP – Academic Affairs and Student Services</td>
<td>Dr. Tom Greene</td>
</tr>
<tr>
<td>VP – Administrative Services</td>
<td>Jeff DeFranco</td>
</tr>
<tr>
<td>Director – Vocational Education</td>
<td>Dr. Virginia Boyar</td>
</tr>
<tr>
<td>Director – Institutional Research and Planning</td>
<td>Aaron McVean</td>
</tr>
<tr>
<td>Acting Director – M&amp;O</td>
<td>Craig Grasteit</td>
</tr>
<tr>
<td>Faculty – Culinary</td>
<td>Steve Fernald</td>
</tr>
<tr>
<td>Faculty – Physical Education</td>
<td>Tim Johnson</td>
</tr>
<tr>
<td>Faculty – Biology</td>
<td>Beachy Orr</td>
</tr>
<tr>
<td>Faculty – Art</td>
<td>Phyllis Shafer</td>
</tr>
<tr>
<td>Confidential Staff – Business Services</td>
<td>Frances Brady</td>
</tr>
<tr>
<td>Classified Staff – M&amp;O</td>
<td>Paul Neves</td>
</tr>
<tr>
<td>Student</td>
<td>Harvey Gunderman</td>
</tr>
<tr>
<td>Student</td>
<td>Jacob Hurd</td>
</tr>
</tbody>
</table>

Distance Education Committee – Currently adhoc
A. The purpose of this committee is
B. Composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP – Academic Affairs and Student Services</td>
<td>Dr. Tom Greene</td>
</tr>
<tr>
<td>Director – Institutional Research and Planning</td>
<td>Aaron McVean</td>
</tr>
<tr>
<td>Interim Executive Director – Technology and Education Services</td>
<td>Cheri Jones</td>
</tr>
<tr>
<td>Faculty – Counselor</td>
<td>Esta Lewin</td>
</tr>
<tr>
<td>Faculty – Spanish</td>
<td>Nancy Barclay</td>
</tr>
<tr>
<td>Adjunct Faculty – Distance Education</td>
<td>Lesley Sheppard</td>
</tr>
<tr>
<td>Classified Staff – Library Technician I</td>
<td>Diane Lewis</td>
</tr>
</tbody>
</table>

Enrollment Management Committee – Currently adhoc
A. The purpose of this committee is
B. Composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President/Superintendent</td>
<td>Dr. Kindred Murillo</td>
</tr>
<tr>
<td>VP – Academic Affairs and Student Services</td>
<td>Dr. Tom Greene</td>
</tr>
<tr>
<td>VP – Administrative Services</td>
<td>Jeff DeFranco</td>
</tr>
<tr>
<td>Dean – Business, Math, and Sciences</td>
<td>Cynthea Preston</td>
</tr>
<tr>
<td>Dean – Humanities</td>
<td>Kurt Green</td>
</tr>
<tr>
<td>Director – Institutional Research and Planning</td>
<td>Aaron McVean</td>
</tr>
<tr>
<td>Faculty – Counseling</td>
<td>Pete Dixon</td>
</tr>
<tr>
<td>Faculty – Math</td>
<td>Bruce Armbrust</td>
</tr>
<tr>
<td>Faculty – Chemistry</td>
<td>Martin Wallace</td>
</tr>
</tbody>
</table>
**Website Design Committee – Currently adhoc**

A. The purpose of this committee is

B. Composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP – Academic Affairs and Student Services</td>
<td>Dr. Tom Greene</td>
</tr>
<tr>
<td>Director – Career and Technical Education</td>
<td>Virginia Boyar</td>
</tr>
<tr>
<td>Interim Executive Director – Technology and</td>
<td>Cheri Jones</td>
</tr>
<tr>
<td>Education Services</td>
<td></td>
</tr>
<tr>
<td>Director – Foundation</td>
<td>Melonie Guttry</td>
</tr>
<tr>
<td>Director – Institutional Research and Planning</td>
<td>Aaron McVean</td>
</tr>
<tr>
<td>Public Information Officer</td>
<td>Christina Proctor</td>
</tr>
<tr>
<td>Faculty – Geology/Geography</td>
<td>Scott Valentine</td>
</tr>
<tr>
<td>Adjunct Faculty – Community Education</td>
<td>Megan Waskiewicz</td>
</tr>
<tr>
<td>Adjunct Faculty – Distance Education</td>
<td>Lesley Sheppard</td>
</tr>
<tr>
<td>Confidential Staff – Student Services</td>
<td>Lisa Shafer</td>
</tr>
<tr>
<td>Confidential Staff – Human Resources</td>
<td>Danny Masellones</td>
</tr>
<tr>
<td>Confidential Staff – President’s Office</td>
<td>Julie Booth</td>
</tr>
<tr>
<td>Classified Staff – Office of Information and</td>
<td>Bill Abiko</td>
</tr>
<tr>
<td>Technology Services</td>
<td></td>
</tr>
<tr>
<td>Classified Staff – Library Assistant I</td>
<td>Jonathan Schank</td>
</tr>
</tbody>
</table>
Bargaining and Meet and Confer Organizations

Faculty Association

I. Purpose and Scope
The Faculty Association (i.e., also referred to as the Association or faculty union) negotiates on behalf of Association members and all faculty, both full-time and adjunct faculty, for issues related to wages, hours and working conditions. Faculty includes all newly created or modified positions, except those that are Classified, Management, Confidential, Supervisory or Community Service. The faculty contract (i.e., Agreement Between the Board of Trustees of the Lake Tahoe Community College District and the Lake Tahoe Community College Faculty Association, CCA/CTA/NEA) is currently negotiated and updated on an annual basis. Faculty Association negotiators include three Association members and an adjunct faculty representative. Administrators negotiate on behalf of the Board of Trustees. Administrators who negotiate with the Association currently include the Superintendent/President, Vice President of Academic Affairs & Student Services, and the Vice President of Business Services. The Director of Human Resources acts as a neutral facilitator and resource during negotiation sessions.

Some new employees become confused between the purview of the Faculty Association and the Academic Senate. To clarify the difference:

- Faculty Association – Negotiates wages, hours and working conditions for all faculty.
- Academic Senate – Scope covers academic and professional matters (defined under Title 5 § 53200 as “10 + 1” items), and outlined on page 18 of this handbook.

II. Composition of Committee
The Faculty Association negotiators are Association members and negotiate on behalf of all Association (i.e., union) members. However, the contract covers all faculty, union and non-union members. Faculty negotiators include three (3) full-time faculty and one (1) adjunct faculty representative. Negotiators are selected by the Association membership.

The district releases four (4) unit members (usually the negotiating team) from duty for the purpose of negotiation and representing the Association when the negotiating session is scheduled on duty time. The Association informs the district at the beginning of each quarter which employees are to be released. The Faculty Association is eligible to purchase up to six (6) units of release time per year at the adjunct rate of pay, which the district will match the first three (3) units purchased. The Faculty Association can disburse these release time units as desired.

The administrators delegated to negotiate with the Faculty Association by our Board of Trustees include the Superintendent/President, Vice President of Academic Affairs and Student Services and the Vice President of Business Services. Any proposed change to the Association contract is drafted as a tentative agreement (T.A.) when it is negotiated for the following year’s contract and a memorandum of understanding (MOU) when it will impact the current year’s contract. All T.A.’s and MOU’s must be approved by the Board of Trustees prior to implementation.

Classified Employee Union (CEU)

I. Purpose and Scope
CEU’s purpose is to promote the efficiency and raise the standards of employment and service of all classified school employees within the Lake Tahoe Community College District, under the provision of the Title 5 § 51023.7 (Appendix 1) include the following: afford
opportunity for the interchange of ideas upon subjects pertaining to the progressive
development of the community college system; initiate and promote such activities as may be
in the best interest of the district and/or the members of its organization; and to promote the
activities of classified employees by establishing a negotiating committee for salary and
benefit interests.

II. Composition of Committee
Members of the CEU include any classified employee assigned to a full-time or permanent
part-time classified position in the district.

Officers serve a one-year term (July 1 to June 30), are nominated by a CEU nominating
committee and selected during a CEU meeting. Officers include:

- President
- President-Elect
- Past President
- Treasurer
- Secretary

Meet and Confer
The confidential classified employees, classified directors, and administrators conduct meet and
confer processes to discuss and agree upon salary, benefits and working conditions.
Appendix 1

Title 5 § 53200, Faculty:
(a) “Faculty” means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.

(b) “Academic senate,” “faculty council,” and “faculty senate” means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term “academic senate” also constitutes reference to “faculty council” or “faculty senate.”

(c) “Academic and professional matters” means the following policy development and implementation matters:

1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation and success;
6. district and college governance structures, as related to faculty roles;
7. faculty roles and involvement in 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; and
11. other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

d) “Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

1. relying primarily upon the advice and judgment of the academic senate; or
2. agreeing that 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 effectuating such recommendations.
Title 5 § 51023.5, Staff:
(a) The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:

(1) Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and non-management positions or groups of positions shall be separately defined or categorized.

(2) Participation structures and procedures for the staff positions defined or categorized.

(3) In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.

(4) Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.

(5) Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.

(6) The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.

(7) When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:

(A) The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive representative and the governing board mutually agree in a memorandum of understanding to an alternative appointment process.

(B) Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation.

(C) When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the governing board has officially recognized in its policies and procedures for staff participation.
participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.

(D) In all cases, representatives shall be selected from the category that they represent.

**Title 5 § 51023.7, Students:**

(a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

(1) Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.

(2) Except in unforeseeable, emergency 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.

(3) Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

(4) For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.

(b) For the purposes of this Section, district and college policies and procedures that have or will have a "significant effect on students" includes the following:

(1) grading policies;

(2) codes of student conduct;

(3) academic disciplinary policies;

(4) curriculum development;

(5) courses or programs which should be initiated or discontinued;

(6) processes for institutional planning and budget development;

(7) standards and policies regarding student preparation and success;
(8) student services planning and development;

(9) student fees within the authority of the district to adopt; and

(10) any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

(c) The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

(d) Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53206.

(e) The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.