



Standard IV Leadership and Governance

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Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A Decision-Making Roles and Processes: The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Description

Skyline College strives to build a collaborative environment and encourages all employees and students to take an active role in improving college programs and services and the learning experiences of students. This is done through several venues. First of all, each of the constituency groups—administrators, faculty, staff and students—has a leadership organization with established meetings which serve as the avenues through which to participate. Second, the campus has several multi-constituency groups through which all constituents are represented: the Institutional Planning Committee, the College Budget Committee, and, most notably, the College Council. Third, several at-large outlets exist for campus input and discussion. And last, campus leadership provides other possibilities for input from the college community and beyond that lead to improvement in the college's practices, programs, and services.

The first of the individual constituency groups is the Management Council, the leadership organization for the administration. Its membership is composed of the college president, vice presidents, deans, academic supervisors, directors and classified supervisors; its charge is to facilitate communication among managers regarding college operations.

The leadership organizations for faculty are the Academic Senate and its Governing Council and the American Federation of Teachers union. The Academic Senate has primary leadership for matters dealing with academic and professional matters. The subcommittees that fall under the purview of Academic Senate are Curriculum, Educational Policy, Professional Personnel, and Research. All of these standing committees have non-voting representation from other college constituencies.

The classified staff participates through the Classified Council and California School Employees Association. The Classified Council holds regular meetings and an annual retreat, as well as regularly exchanging information and suggestions for improvement.

And students participate through the Associated Students of Skyline College (ASSC) which holds bi-weekly meetings open to the public. The Skyline Organization and Club Council (SOCC), a subcommittee of the ASSC Governing Council, also holds open meetings every two weeks. Both the ASSC Governing Council and SOCC will hear agenda items requested from members of the Skyline College and the San Mateo County Community College District community. Agenda requests for and agendas and minutes of the ASSC Governing Council meetings are available in the Student Activities Office. The ASSC sends representatives to campus and district shared-governance meetings in order to ensure that students' opinions are heard. The ASSC also maintains a website, and communicates through its officers, campus events and the student handbook.

Skyline College mirrors the wider district shared-governance model and consensus building. The Skyline College committee structure and membership is found in the Compendium of Committees. This document is updated each year and is distributed by paper and electronically. Each college committee has at its foundation the aim to listen to and respect all member points of view and needs. The committee reporting structure can be seen graphically in the Thematic Governance Model. Two of the standing committees that make up the Skyline College shared-governance process include:

- College Budget Committee (CBC)
- Institutional Planning Committee (IPC)

The CBC and IPC have broad college representation. All recommendations for additional resources for classified staff and discretionary spending are approved through the CBC. Budget priorities are determined through the CBC, including making recommendations on how many positions to hire from that list through looking at different budget scenarios (IVA.1.1-2).

The College Council is the primary shared-governance body with representatives from administrators, faculty, staff and students. As a multi-constituency group, College Council is the primary planning and policy formulation body for the college, thereby establishing the charges to other units and committees in accomplishing specific tasks including, but not limited to, the following areas: budget, programs, student equity, accreditation, goals and mission. The College Council is the primary body to review collegewide data, suggest improvements and make recommendations to the President. The council serves as the umbrella shared-governance committee for the college and is a major participant in decision making for the college. College Council membership consists of the president of the college, the vice presidents, and the presidents and vice presidents of the Academic Senate, ASSC, and Classified Council. College Council goals, agendas and minutes are available on the college website. In addition the agenda and links to the minutes are sent out weekly by the Skyline College President in her all-campus email, Skyline Shines (IVA.1.3). For matters with collegewide implications,

discussion and listening forums are held. These have included math and English degree requirements, presidential searches, and education and facilities master planning.

The college leadership also participates in the District Shared Governance Committee that incorporates not only the different campus constituencies but a cross section of the district employees including the district office. This body makes recommendations to the chancellor and participates in a district dialogue that enables groups to expand their knowledge from a one-college perspective into a multi-college perspective.

With multi-constituency representation, during the 2005-2006 academic year the college developed education and facilities master plans. These master plans were developed with wide participation from the campus community. Throughout the process, forums were held to update the college community and solicit ideas and input. In addition, drafts were available throughout their development on the college website. Also in 2005-2006, the college held forums on campus smoking and the college logo. As part of the Fresh Look Project, the campus logo was selected in a campuswide vote.

Several at-large opportunities also exist for campus input, among them the student newspaper, *The Skyline View*, which allows the campus community to openly voice concerns, share ideas and distribute information. The college recently initiated an electronic suggestion box with a link on the college homepage that allows the community to offer suggestions online. Further, various forums are held on campus to address issues such as diversity or events such as 9/11.

Other ways in which institutional leaders create an environment of empowerment, innovation and institutional excellence include the following. The College President has regularly scheduled meeting with leaders of the Academic Senate, Classified Council and Student Senate. The Vice President of Instruction has regularly scheduled office hours each week to meet with faculty and staff to discuss concerns and suggestions for improvement. The Vice President of Student Services has regularly scheduled meetings with the student services leadership team as well as the student services council, which is comprised of student services representatives from faculty, staff and students.

Community leaders advise the college on such matters as economic development and workforce needs, opportunities for community outreach and education and future needs. Community leaders comprise the President's Council and meet monthly. The President's Council is also very active in fund raising for the President's Innovation fund.

Finally, the campus is frequently engaged in other initiatives that provide opportunities for input or innovation, many of which have been supported by the President's Innovation Fund. These have included the Skyline College Film Festival, the Learning Grove of Trees, Making the Connection—Plug into College, the Hermanos Project and the Adewole Project. These and others showcase the initiative of faculty, staff and students to enhance the practices, programs and services of the college. Also, during the 2006-2007 academic year Skyline is participating in the Foundations of Excellence in First Year

Experience with the Policy Center on the First Year of College. This innovative program of evaluation and improvement is driven by all constituencies of the college community.

Self-Evaluation

The college meets this standard. There are multiple, effective avenues for participation. The exchange of information regarding both the teaching of students and the services provided to students has opened up opportunities for participation on committees that deal with a variety of different perspectives. Increased dialogue between the two groups adds to a greater sense of participation in school matters. Minutes from the Academic Senate, its standing committees and the College Council are posted and easily accessed on the college website. Additionally, the President’s weekly email update has been very effective in keeping the campus informed of initiatives and activities. Academic year 2006-2007 also saw very active student participation in governance.

Conclusions from the Employee Voice Survey indicate there is a strong sentiment among survey respondents that the environment at Skyline is collegial and collaborative. When Skyline faculty and staff were asked directly about innovation and participation in the Employee Voice Survey, 60 percent of respondents agreed or completely agreed that they were encouraged to be creative and come up with new ideas and improvements. In addition, 61 percent of survey respondents strongly agreed or agreed that Skyline encourages participation in planning processes (IVA.1.4).

Those same conclusions find that “while many survey respondents commented that the shared-governance process worked well at Skyline, the results from the questions in the survey indicated that nearly a third felt neutral or did not know enough to respond about the shared-governance process.” Most of those that commented about the shared-governance process were positive. The question “staff has adequate opportunities to participate in the development of financial plans and budget” had a 40 percent satisfactory rate. The general sentiment is that it has become increasingly difficult to participate in planning and decision making through the shared-governance process because of the confines of the current workload assignments and the belief that there were so many committees and concurrent initiatives, that it was difficult to fully understand, participate or stay informed of all that went on at the college.

Planning Agenda

- Develop strategies to better communicate the planning and budget processes.

Evidence

IVA.1.1	College Budget Committee	http://www.smccd.edu/accounts/skycbc/home.html
IVA.1.2	Institutional Planning Committee	http://www.smccd.edu/accounts/skypro/IPC/index.htm
IVA.1.3	Skyline Shines	http://www.smccd.edu/accounts/skypro/updates/0708/prez0708.html
IVA.1.4	Employee Voice Survey	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/employee_voice_2006_survey_exec_sum.pdf

Standard IVA.1

A.2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

A.2.a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Description

The Skyline College committee structure and membership is found in the Compendium of Committees, which outlines the participation of all constituents—administrators, faculty, staff and students—in the decision-making process. The board has written policies in place that also ensure the participation of all constituency groups in the decision-making process. These policies establish substantive and clearly defined roles in institutional governance for each of the constituencies.

San Mateo County Community College Rules and Regulations 2.09 (IVA2.a.1) states that “the Board of Trustees is committed to a shared-governance system which ensures ‘faculty, staff and students the right to participate effectively in district and college governance and the opportunity to express their opinions at the (district) level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in areas of curriculum and academic standards.’” SMCCCD Board policy 2.06 revised in May 2005 states the 11 academic and professional matters where the Academic Senate has primacy (IVAA.2.a.2).

Policy 2.09 also states that “the District recognizes CSEA as the official body representing classified staff and considers classified staff to be full participants in shared governance on all items pertaining to their interests. The selection of classified representatives to serve on District and/or College committees, tasks forces and other governance groups shall be made by CSEA with the expectation that all classified staff will be considered in the process of selecting representatives.”

District Rules and Regulations 2.09 also “recognizes the Associated Students organizations as the official bodies representing students and considers students to be full participants in shared governance on all items pertaining to their interests.” Student representatives are members of most college standing committees including Curriculum, Ed Policy, Institutional Planning, Budget and College Council.

Self-Evaluation

The college meets this standard. Board policy ensures the participation of administrators, faculty, staff and students in decision making for the institution. The college has wide participatory representation on committees, the purposes and make-up of which can be found in the Compendium of Committees.

Planning Agenda

None.

Evidence

IVA.2.a.1	SMCCCD Rules and Regulations 2.09	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/2_09.pdf
IVA.2.a.2	SMCCCD Rules and Regulations 2.06	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/2_06.pdf

A.2.b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Description

SMCCCD Rules and Regulations 2.09 “recognizes ‘the right of Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.’ In academic and professional matters the Board will rely primarily on faculty expertise through established Academic Senate processes (IVA.2.b.1). The Academic Senate is expected to provide an opportunity for students and staff to participate effectively in the formulation and development of policies and procedures that have or will have a significant effect upon them.” Rules and Regulations 2.06 states specific areas of academic and professional matters that the Academic Senate has primacy in (IVA.2.b.2). They are:

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.

The Vice President of Instruction is an ex-officio member of the Curriculum Committee. Students and staff also have non-voting representation.

Self-Evaluation

The college meets this standard. The college puts into practice regulations 2.09 and 2.06. The Academic Senate through its standing committees of Curriculum and Education Policy are relied upon for recommendations about student learning programs and services. The Curriculum Committee leads among others the academic approval process, evaluation of graduation requirements, prerequisites and program review. The Education Policy committee is relied upon for recommendations in regards to student service policies, appeals and grievances, Disabled Students Program and Services recommendations and others (IVA.2.b.1-2).

Planning Agenda

None.

Evidence

IVA.2.b.1	District Rules and Regulations 2.09	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/2_09.pdf
IVA.2.b.2	District Rules and Regulations 2.06	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/2_06.pdf

A.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Description

The college governance structure encourages communication and collaboration of all members of the college community. The primary focus of these collaborative efforts is to foster student learning and achievement. In addition, the college processes and practices are structured to improve institutional effectiveness. The shared-governance model encourages discussion and participation through officially recognized constituency groups: Academic Senate, Associated Students, Classified Council/CSEA and Management Council. Shared governance is carefully planned, instituted and evaluated. The groups formed to address college matters are properly charged and empowered, the members carefully selected and the processes clearly structured. The structures and processes of shared governance vary according to task.

The District Shared Governance Council (DSGC) is the primary representative body for developing recommendations with districtwide implications. The council consists of members from Academic Senate, Classified Council, CSEA, AFSCME, students and management. The council is chaired by the district Academic Senate President and the Vice Chancellor for Educational Services and Planning. The council's primary focus is to make recommendations to the Chancellor and executive management, and hence the Board of Trustees, that further increase the district/college effectiveness and further the

educational goals and success of the students. The DSGC also reviews district rules and regulations changes before they go to the Board of Trustees.

The Skyline College Council is the primary planning and policy formulation group for the college, thereby establishing the charges to other units and committees in accomplishing specific tasks including but not limited to, the following areas: budget, programs, student equity and diversity, accreditation and program review. College Council is responsible for reviewing the progress and accomplishments of the units and committees. College Council serves as the umbrella shared-governance committee for the college and is a major participant in decision making for the college.

The college has 26 standing committees. The role of each is defined by a purpose statement and charged with conducting business that benefits students and the college community. Membership is dependent upon the charge of the committee, but all constituents are communicated with and invited to participate.

Several management groups also exist. Administrative committees include the following:

- President's Cabinet
 - President, VPI, VPSS, directors of business services, development/marketing and planning/research
- Instructional Leadership Team
 - Chaired by the VPI. Members include all instructional deans with student services deans and the Academic Senate president invited
- Management Council
 - Chaired by the President. Members are all campus managers.
- Student Services Leadership Team
 - Chaired by the VPSS. Members are student services deans and directors

All enrolled students are represented through the elected student government, the Associated Students of Skyline College (ASSC). The ASSC has well-defined responsibilities and functions provided through its constitution and bylaws (IVA.3.1). The Student Council revised this document in 2006. This document establishes the following positions on the Student Council: President, Vice President, four commissioners, and 15 non-executive positions.

Student Council members are elected annually by the Associated Students, registered students of Skyline College. The Associated Student President may nominate members for appointment to the council. All appointments must be approved by a 2/3 vote of the student council. Appointments are made for the academic year. Criteria for students who have been appointed or elected as Council members can be found in the student handbook.

Students who are interested in becoming active in the college community have the opportunity to organize and participate in student government activities and student

clubs. The Skyline Organization and Club Council (SOCC) is a standing committee comprised of members from all campus chartered student clubs and organizations. In accordance with the constitution, the Vice President chairs the SOCC. The purpose of the SOCC is to foster communication between the clubs and the Student Council and to coordinate club and council-sponsored activities. In addition to participating in activities and clubs, the Student Council appoints students to participate in regular college standing committees. This participation on governance committees has been highly encouraged by the institution.

The Coordinator of Student Activities advises the Student Council and SOCC, instructs the student government class, and acts as a campus liaison and advocate for students. The ASSC President meets with the College President on a bimonthly basis.

Communication takes place through a number of avenues. These include Skyline Shines, collegewide forums and posting of governance minutes, both in paper form and on the web. The college has also begun using SharePoint software which allows for posting of document drafts and discussion boards and threads. This accreditation document was posted in share point for the writing teams to read and post comments. The entire accreditation document drafts were available in all instruction and student service divisions and posted on the web (IVA.3.2).

Self-Evaluation

The college meets this standard. Established governance processes work effectively for the good of the institution. One conclusion from the Employee Voice Survey indicated that “survey respondents commented that the shared governance was effective at Skyline for obtaining feedback and commitment from various constituent groups.” In the area of communication, the conclusions indicated that “comments related to communication suggested that the college (its administrators and leadership) was doing a good job communicating college goals, decisions and plans. However, all of the questions on the survey which asked about communication received less than 64 percent agreement (agreed/completely agreed)” (IVA.3.3).

One other conclusion reached in the survey is that there are so many committees and initiatives at the college that it is difficult for people to effectively participate or stay informed. In addition, the campus has a wealth of information, but in terms of delivery and amount it continues to be a challenge. Committee reports, campus events, statewide issues, union news, and campus updates are circulated daily through a barrage of emails, handouts and other printed materials, adding an unmanageable quantity of information regarding campus policies, events, and issues. A method of dissemination of information may be needed to untangle the wealth of information into categories that would encourage better understanding of campus policy structures. Conclusions from the Student Campus Climate Survey also indicate students find insufficient information about events, activities and clubs that would help them stay connected to the college (IVA.3.4).

Planning Agenda

- Through College Council, evaluate the committee structure and number of initiatives undertaken in any one semester.
- Through College Council, develop streamlined communication processes to keep college constituents informed.

Evidence

IVA.3.1	Associated Students of Skyline College Constitution	http://skylinecollege.edu/sts/handbook/constitu.html
IVA.3.2	Skyline Accreditation website	http://www.smccd.edu/accounts/skyaccred/
IVA.3.3	Employee Voice Survey	http://www.smccd.edu/accounts/skypro/Surveys%200&%20Focus%20Group%20Studies/employee_voice_2006_survey_exec_sum.pdf
IVA.3.4	Student Campus Climate Survey Spring 2006	http://www.smccd.edu/accounts/skypro/Surveys%200&%20Focus%20Group%20Studies/Noel%20Levit%20-%20Spring%202006/Comprehensive%20Summary%20Student%20Survey.pdf

A.4 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Description

The college complies with Accrediting Commission standards, policies and guidelines and commission requirements. Accreditation status is published in College Catalog and on the website. Self-study documents, accreditation recommendations, midterm and interim reports are available on the website and Office of Development, Marketing and Public Relations. All previous accreditation recommendations have been addressed as top college priorities. Mid-term and interim reports have been completed as required by the commission.

The current institutional self study was developed with input from all college groups. The steering committee is chaired by a faculty member and administrator. Each standard is co-chaired by an administrator and either a faculty member or classified staff. The committee was created from a cross-section of college constituencies. The accreditation writing process started with nominations across campus for writing team members. This was followed by “Getting it Started” meetings and training, regularly scheduled steering committee meetings, and standard meetings and writing, which in many cases included the use of SharePoint.

Skyline College also manages, with the district office, a number of local, state and federal grants. These include a TRIO grant, IDRC funding and a Center for International Trade Development grant. To manage these grants and acquire new ones, Skyline College maintains reporting ties and a working relationship with these external agencies.

Skyline College also maintains a number of external partnerships with high schools, ROP programs and four-year institutions. Examples of these partnerships include a high school Jump Start program, articulation with the San Mateo County ROP in Computer Applications and Office Technology and business classes and a bridge class for life science majors with San Francisco State University. Industry partnerships are also present in a number of career and technical programs. These include Genentech in Biotechnology and Toyota in Automotive Technology.

Advisory committees for career and technical programs provide regular reviews of their respective programs. Allied Health programs, such as Respiratory Therapy and Surgical Technology, must be externally accredited. The programs undergo self study and on-site accreditation and the submission of yearly reports of student access, success and job placement (IVA.4.1-2).

The international student program at Skyline College is also certified as a Student and Exchange Visitor Information System school. All records and compliances issues with regards to the issuance of the I-20 Certificate of Eligibility have been met. Guidelines regarding federal regulations regarding the F-1 visa are being followed, monitored and enforced (IVA.4.3).

Self-Evaluation

The college meets this standard. The college complies with Accrediting Commission standards, policies and guidelines for public disclosure. Skyline administration, faculty, staff and students have prepared this self study utilizing a process that includes all constituencies and is open and honest. The college demonstrates similar integrity in its dealing with other agencies.

Planning Agenda

None.

Evidence

IVA.4.1	Respiratory Therapy Program CoARC Report 2005	Hard copy only
IVA.4.2	Surgical Technology Program Accreditation Report 2005	Hard copy only
IVA.4.3	International Students webpage	http://www.smccd.edu/accounts/skyline/international/index.html

A.5 The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Description

As part of the preparation of this self study, an Employee Voice Survey was conducted in 2006 (IVA.5.1). Faculty/staff were previously surveyed through an institutional survey in 1998-1999 and classified staff in 2000 (IVA.5.2). This survey included a number of questions on leadership and shared governance. The Office of Planning, Research and Institutional Effectiveness, recognizing the value in evaluating the institution's governance and decision-making structures, is conducting employee surveys every three years. In addition, in 2006 the campus administered the Student Campus Climate Survey (IVA.5.3). Students were last surveyed in the 1999-2000 Faces of the Future Student Survey (IVA.5.4). The results of these surveys get reflected in college work plans, and are distributed widely throughout campus, as well as located on the Office of Planning, Research and Institutional Effectiveness website.

Self-Evaluation

The college meets this standard. Assessment of the integrity of the college decision-making structures takes place throughout the many shared-governance committees and is frequently a topic of College Council, the Academic Senate and the Classified Council. An example of this was the 2005 Institutional Planning Committee's revision of the college planning process from a one-year cycle to a three-year cycle and a closer link to the budget planning process (IVA.5.5).

Planning Agenda

None.

Evidence

IVA.5.1	Employee Voice Survey	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/employee_voice_2006_survey_exec_sum.pdf
IVA.5.2	2000 Classified Staff Institutional Survey	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/class00.html
IVA.5.3	Student Campus Climate Survey	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/Noel%20Levitz%20-%20Spring%202006/Comprehensive%20Summary%20Student%20Survey.pdf
IVA.5.4	1999-2000 Faces of the Future Student Survey	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/research6.html#top
IVA.5.5	2006-2009 Three-Year Work Plans	http://www.smccd.edu/accounts/skypro/planning/workplan/Composite%20Work%20Plan%202006-09%20vr2.pdf