



Skyline College Participatory Governance Evaluation Spring 2012



Background

The primary planning and policy formulation group for Skyline College is the Skyline College Council. The management of Skyline College is informed by a shared governance process that involves constituents in the decision making such that they have a voice in decisions that affect them. According to the Skyline College Council Bylaws, the shared governance process is one that "...is designed to lead to effective participation in decision making that unites constituencies, produces an improved college environment, and draws upon the strength of diversity." Shared governance includes the structures and processes for decision making that engage students, staff, faculty and administrators in reaching and implementing decisions that further the primary mission of the college-to educate students. The groups formed to address college matters are properly charged and empowered, the members carefully selected, and processes clearly structured. The structures and processes for shared governance vary according to task."

During the 2006 Accreditation process the college established some planning agendas related to shared governance and the visiting team made both a commendation and recommendation related to shared governance. All are listed below:

- *Commendation #3* - The team commends the college's very high level of trust, collegiality and participative governance that results in a college atmosphere marked by institutional pride, enthusiastic collaboration among constituency groups, and sincere aspirations for a bright future for Skyline College.

- *Recommendation #8* - The team recommends that the college develop and implement a policy that specifically evaluates the institution's governance and

Accreditation process, the bylaws of the College Council were changed to include a plan to regularly review the shared governance processes.

- *College Planning Agenda* - Develop strategies to better communicate the planning and budget processes (IVA1).

- *College Planning Agenda* - Through College Council, evaluate the committee structure and number of initiatives undertaken in any one semester (IVA3).

- *College Planning Agenda* - Through College Council, develop streamlined communication processes to keep college constituents informed (IVA3).

In response to the recommendations and planning agendas, a shared governance review was completed, the committees and initiatives were streamlined by combining some committees, making greater distinctions between councils, committees, taskforces and operational committees were made in the compendium of committees. The council summary notes have been incorporated in the weekly Skyline Shines publication and the bylaws were amended to include a plan to undertake a review of the college's governance and decision-making structures at least once every six years, as part of the accreditation self-study process.

2012 Shared Governance Evaluation Process

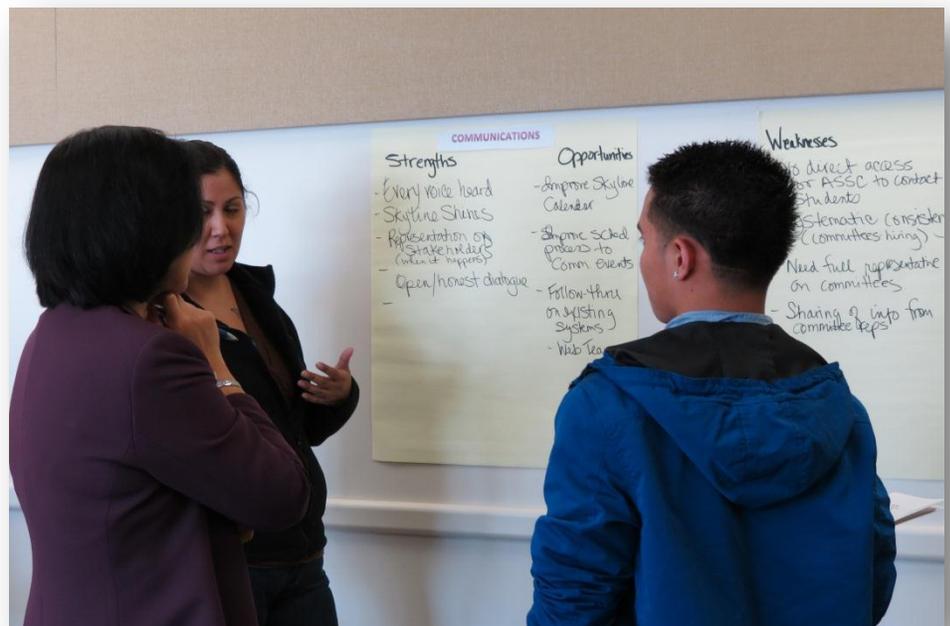
At the January 25, 2012 meeting, the College Council developed the process for evaluating shared governance. The council recommended that a forum be implemented to provide the leadership of the constituents with the opportunity to evaluate the shared governance processes. The leaders of each constituency would invite their leadership or executive council to participate in a Strengths, Weaknesses, Opportunities, Threats and Trends Analysis.



The Council also recommended using the technology to get the feedback/input of the college wide committee. All of the data is to be compiled and presented to the college council with recommendations.

Forum

A forum for the Shared Governance constituent leaders was held on March 28, 2012 at 2:10 p.m. in room 4301. The forum was attended by leadership representatives of all constituencies. A



roster of attendees is attached at the end of the document. Four areas of the governance process were considered. These included:

1. Communication
2. Planning and Budget
3. Overall Governance
4. Committee Structure

Posters for the Strengths, Weaknesses, Opportunities and Threats/Trends and Recommendations were situated around the room so that participants could discuss these attributes within each of the areas. The attendees divided up into four groups and each group started at one of the four stations. Every 12 minutes, time was called and the group moved clockwise to the next station. At the end



of the exercise, every group and every attendee had the opportunity to discuss and provide comments and recommendations on each of the four areas being considered in the evaluation.

The results of the exercise follow

Communications

Strengths

- Everyone's voice can be heard
- Skyline Shines
- Representation of Stakeholders (when it happens)
- Open/honest dialogue
- Good in sending emails to students (Is email the best way?)
- Skyline View
- Faculty, Staff, Administrators can access information

Opportunities

- Improve Skyline Calendar
- Improve schedule process to committee events
- Follow thru on existing systems
- Web team

Weaknesses

- No direct access for ASSC to contact students
- Systematic consistency (Hiring Committees)
- Need full representation on committees
- Sharing of information from committee representatives
- Access to CBC SharePoint is limited to members only
- Not using all technology available to voice Skyline College...Facebook, text
- Informing students of all services committees available
- Skyline View
- Broken/outdated web links
- Students not so easy to communication with

Threats/Trends

- Staffing perceived ability to dedicate time
- Shortage of participation & availability

Recommendations

- Make sure that students are represented on shared governance committees.
- Promptly update and upgrade the committee website to serve as a resource for committee meeting agendas and minutes and other resources to support shared governance.
- Provide students with a link to committee websites to be able to access
- Formal correspondence from managers to staff encouraging participation

Planning/Budget

Strengths

- Transparent
- Participatory
- Planning: very data driven
- Effort to maintain vision and institutional goals
- Budget management
- Connection to district Budget Committee
- High participation of all constituents
- Longevity of membership aides in making informed decision
- Training of new members
- Measure G
- Reported in skyline shines
- The membership (CBC)

Opportunities

- Align planning budget to also connect to campus “big picture goals”
- Expand external partnerships
- Leverage partnership/resources
- Planning drive budget
- Integrate planning/budget committees
- Governance strengths to address

Weaknesses

- not clear how Budget requests or needs make their way to budget
- Planning not as close to budget as could be
- Not enough money
- Limited professional development around ENG for governance groups
-

Threats/Trends

- Budget allocation compete for resources
- Hopelessness/apathy
- Inability to make informed decisions
- Inability to see “correctness”
- Student success task force recommendation STFR
- Engaged informed committee that drive decision

Recommendations

- Establish a reporting mechanism from IPC/CBC to College Council periodically

Committee Structure

Strengths

- Regular scheduling - (2nd & 4th Tuesday)
- Participation
- Clearly articulated reporting structure
- Focused on their committee charge

Opportunities

- More committee training
- More involvement from different people
- Continuity between Spring and Fall semester
- Opportunity to consider merging committees
- Consider web based meetings
- Are committees clearly connected to missing goal set
- Resume college hour

Weaknesses

- Attendance accountability
- 2 hour meetings
- Lack of widespread participation (no diversity of ideas)
- Limited human resources
- Limited availability
- Information system not user friendly (SharePoint)
- Opportunities for participation (classified, students)
- Time consuming

Threats/Trends

- Loss of representation
- Same voices around the table
- Trend classified
- Assist new classified and faculty
- Hires to transition from outsider status to insider status both (Education & Skyline) in their rules
- Revise culture of participation
- Burnout

Recommendations

- Support of management to encourage Classified participation
- Stronger use of website to post agenda/minutes and not SharePoint. Increase access for all to view
- Consider merging committees when possible
- Revisit college hour
- Participation factor in evaluation process (everyone)

Overall Shared Governance

Strengths

- Student oriented/focused
- Covers all major areas of our college
- Flexibility to establish a new governance process as needed
- Access to meetings (open)
- Inclusive
- Is evaluated
- Structures in place

Opportunities

- Clearer lines of purview for each constituent groups and committees and defined resources
- Realign structure to improve shared governance

Weakness

- Skyline community is unaware of all committees and what they do for skyline
- Lack of participation from all constituencies
- Show how the different committee link/connect work each other and with the mission and goals
- Some terminology from committees not clear to new members
- Disconnect between college/district/timely
- Sharing information

Threats/trends

- Flexibility to leave campus after their obligations have been met
- Participation to meetings is sometimes not a priority
- Same people serve on various committees

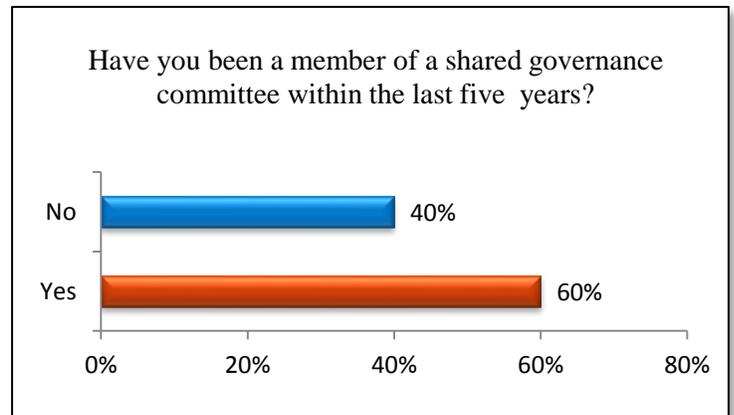
Recommendations

- Publicize the committees – time of meeting. Purpose of the committee, and what the abbreviation stands for
- Separate calendar on websites for meeting times dates locations
- Introduce shared governance into new hire orientation
- Easier access on the web to find committee work
- Report shared governance committee outcomes
- Create shared governance structures that relay relevance to day to day work/operations

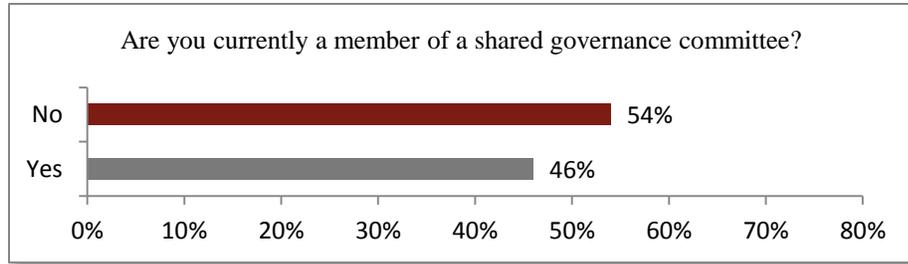
Survey

All Skyline College Employees were [invited to participate](#) in a short survey about shared governance. The survey was announced in Skyline Shines and was held open for two weeks to allow participants adequate time to complete it. Eighty-four people completed the survey.

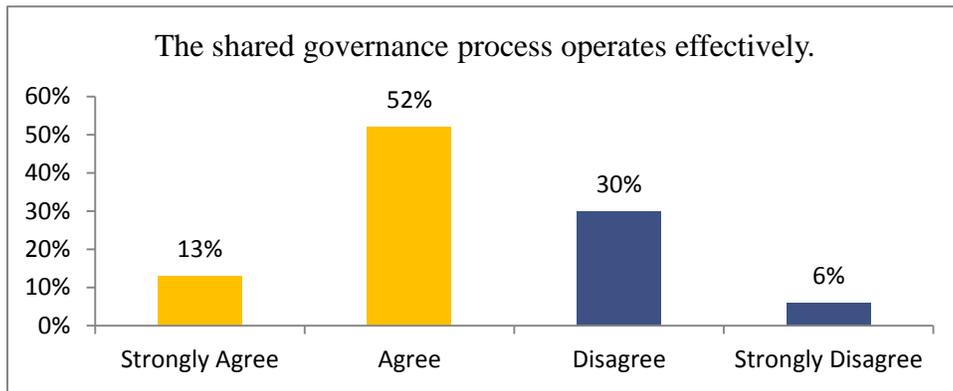
Responses to the first question revealed that 40% of the respondents had not even been involved in any shared governance committee in the previous five years. This could signal the need to promote broader engagement and service on the committees that are a part of the shared governance process. There may be further implications for determining where the level of participation within the individual constituencies by targeted surveys as opposed to a college-wide all employee survey.



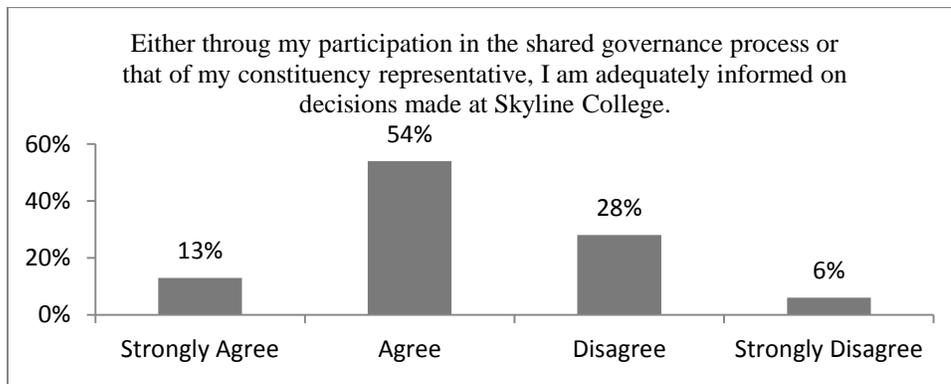
We also learned that of the respondents that indicated they served on shared governance committees within the last 5 years, 37% of them indicated that served on more than four committees – a few indicating serving on as many as 8 to 10 committees. The implications here may be that a smaller group of participants are actually engaged. While there may be many committees and opportunities to serve, a smaller proportion of the individuals are actually engaged in a direct way. Another finding that is of significance is the finding that of the participants who chose to complete the survey, more than half of them are not serving on any shared governance committee at all.



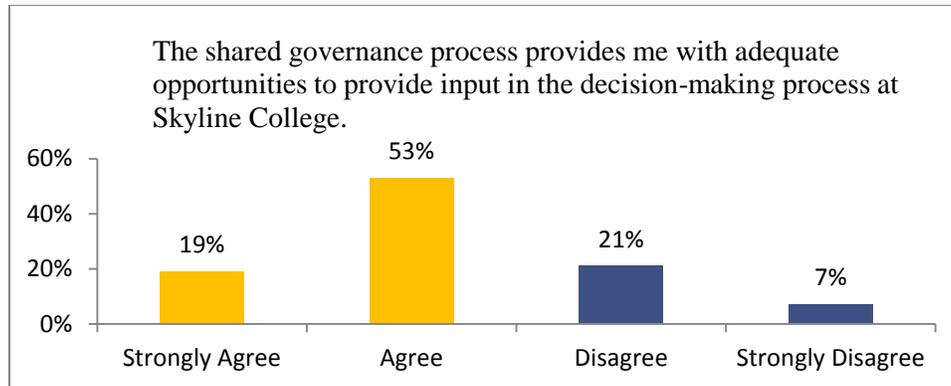
When asked if they felt the shared governance process operated effectively, 65% of the respondents marked strongly agree (13%) and agree (52%). The remaining 36% indicated that they disagreed (30%) or strongly disagreed (6%). (Note – The total percentages here amount to 101% as a result of rounding off calculations.)



When asked about the extent to which they felt informed about the decisions made at the college 67% of the respondents either agree or strongly agree that they are adequately informed.



When asked if the shared governance process provided one with adequate opportunity to provide input in the decision-making process at the college, 72% of the respondents indicated that they either strongly agree or agree while 30% indicated that they either disagree or strongly disagree. Again the excess figure over 100% may be a function of calculation rounding in the spreadsheet.



Respondents were also asked three free response questions.

1. Please describe any aspects of the shared governance process that you feel are opportunities for improvement.
2. Please describe any aspects of the shared governance process you feel are particularly effective.
3. Please share any ideas you have for making the shared governance process better at Skyline College.

Opportunities for improvement fell in to four broad categories. The actual comments are attached.

1. Encouraging more participation of faculty (full and part-time) and staff
2. Providing more communication from committees and between committees, from the academic senate to the faculty, from the administration to the college (becoming remote) and from the representatives to the divisions. Posting/sharing more minutes/summaries of the meetings.
3. Addressing the time demand of shared governance

4. While no suggestions were made to improve this aspect, there were at least three respondents that indicated they felt the administration is a “top-down” administration.

Aspects of the process that were identified as particularly effective fell into four broad categories

1. The opportunity to voice perspective and be heard – adequate representation
2. Administrative support of shared governance process
3. The structure is well defined with constituency roles
4. Communication and the exchange of ideas including weekly publication (Skyline Shines)

Respondents shared ideas that would make the shared governance process better. The ideas fell into five broad categories.

1. Communication – these ranged from posting minutes to updating the website
2. Administration engagement – these referenced increasing administration engagement.
3. Respect – these comments referenced the need for committee recommendations to be respected by administration and the need for all voices to be respected.
4. Increasing opportunity for classified participation
5. Decreasing the number of committees

The complete [survey data](#) and comments are attached to this report.

Survey Questions

1. Have you been a member of a shared governance committee within the last five years?

Y/N	Number	Percentage
Yes	50	60%
No	34	40%
Total	84	100%

2. How many different shared governance committees have you been a member of within the last five years?

<i>Committees</i>	<i>Number</i>	<i>Percentage</i>
None	33	39%
1-3	32	38%
4-7	15	18%
8-10	1	1%
More than 10	3	4%
Total	84	100%

3. Are you currently a member of a shared governance committee?

Y/N	Number	Percentage
Yes	39	46%
No	45	54%
Total	84	100%

4. The shared governance process operates effectively.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Total</i>
Number of respondents	9	37	21	4	71
Percent of respondents	13%	52%	30%	6%	

5. The shared governance process provides me with adequate opportunities to provide input in the decision-making process at Skyline College.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Total</i>
Number of respondents	14	38	15	5	74
Percent of respondents	19%	53%	21%	7%	

6. Either through my own participation in the shared governance process or that of my constituency representative, I am adequately informed on decisions made at Skyline College.

7.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Total</i>
Number of respondents	9	38	20	4	71
Percent of respondents	13%	54%	28%	6%	

Free Responses

7. Please describe any aspects of the shared governance process that you feel are opportunities for improvement.

Respondent #	Response
1	As adjunct, I find myself consistently shut out from shared governance, particularly within my department. Although adjunct are invited to meetings, many of us find that impossible as we teach at more than one school. No effort is made to find other ways to include us in the process. Additionally, although many of us have just as much experience teaching and education as full time faculty, our expertise is discounted. We are often deleted from email distribution lists if we are not teaching a semester (even if we have been teaching for the district, or a specific college or department for many semesters.
2	Division representatives need to report and receive input from their constituency, not just talk to the Dean. People don't know agendas in advance and comments are not sought in advance of meetings.
3	There needs to be more trust that the faculty and staff involved in shared governance have not only the capacity but the willingness to make the best decisions for the college without administration believing that it has to jump in and make final decisions. Administration must be careful not to destroy the inherent good will and collaborative behavior of the campus with a shift to a top-down governance model. The campus will cease to want to be involved if administration deliberately tries to limit their ability to contribute.
4	It is more difficult for classified staff to participate than it used to be. Staff shortages make it difficult for one to have coverage in an office to go to a meeting.
5	Classified staff are not fully represented Managers, deans, and supervisors MUST understand that classified MUST be released to attend shared governance meetings and to be a part of Classified Council.
6	See #9.
7	Classified staff need to be more involved in the shared governance process.
8	My Division does not have regular meetings, so it is difficult to connect about Shared Governance issues with all faculty. Dean has begun Program Coordinator meetings, which will help.
9	The current workload encountered in multiple departments (most) does not allow for staff to fully participate in the shared governance process. Direct administrators often support the process but staff do not always feel that they can ask to participate.
10	The amount of time takes away form our class preparation time.
11	I am not sure how this effects me but I feel in my department, language arts there is no shared governance. I feel there used to be but in the past few years it feels more like a fascist dictatorship

12	College Council is the primary planning & policy formulation group of for the college. College Council is responsible for reviewing the progress & accomplishments of the units and committees. Constituent groups report back to College Council, but Subcommittees like IPC or CBC do not.
13	Some committees conclusions and decisions do not materialize.
14	Nothing comes to mind at the moment.
15	It truly needs to be shared and not a false while Administrators make decisions regardless of how majority feels.
16	I like having recaps of minutes in Skyline Shines from budget, college council, etc. I think making the various shared governance meeting minutes more visible encourages more faculty participation. I would make this a standing section of Skyline Shines.
17	Educational Master plan and planning in general
18	there seem to be many committees and I am not sure how they communicate together with similar campus goals and, concomitant, implementation.
19	More faculty need to be aware of what is going on. Summaries and minutes of meetings need to be published earlier and in a more standard format.
20	Sorry, but I'm drawing a blank on all three of these questions! I'm sure I'll think of something brilliant after I hit the Submit button.
21	There needs to be a louder voice when it comes to addressing the need of ESL students on this campus.
22	Shared Governance is in name only the AD still dictates what they want.
23	i am not acquainted with this process -- this survey would be more effective if an N/A if there was an option for answers -- thus i have nothing to add here
24	I feel that there is communication within the committees. But I don't feel that decisions ultimately take into account the teaching aspect of the college. For example, so much time and money is spent on the SLOAC process, yet we see funds dwindling for anything teaching related. The databases that are "purchased" are cumbersome and take time away from the more important things. I've become pretty cynical as to the administration caring what we think. Basically, one either marches lock step or they are left behind.
25	Seems like things are decided ahead of time. Get a chance to provide input but don't know if that informs the decision or validates it.
26	Regular attendance at meetings by all members.
27	Faculty and staff should be required to be on at least one committee every two years to take the pressure off of people who are now on many committees.
28	More day-to-day operational decisions regarding direction, focus, commitments for resources. Not enough transparency and honesty.
29	People who sign up for committees to actually participate actively
30	I am aware of the various committees but not informed about the latest happenings even w divisional representation. Are websites for s.g. related activity updated on a regular basis and most current?
31	I do not participate - can't respond to this question.

32	Major decisions are made without shared governance especially at the district level. I no longer feel the district has the support of faculty. My college level administration is becoming more remote.
33	All faculty should be informed about shared governance and how it operates at Skyline College.
34	The College could provide more information about the budget: impact on instruction and student services, basic aid, hiring, etc. The Senate could keep faculty in the loop about major initiatives coming down the pipeline that will impact us, such as the Student Success Task Force. (Ugh)
35	part time faculty members are not compensated in pay for time put in on shared government committees. Therefore, they are inadequately represented. The school loses the opportunity to take advantage of their expertise because of this. I have found, on my committee, that the majority of the group comes from staff, who are compensated. But they may not have the specialized training and background that helps to create an informed committee. (on the committee I serve on, I feel this is important). It may / may not be an issue depending on the nature of the committee.
36	The strictest, most blatant top-down management team of administrators in any school I've been in. Working here is a very "managed" feeling.
37	Sharing the information from meetings with the public. ei: posting agenda/minutes on website for public access
38	There is little time for participation and participating often involves a great commitment of both time and effort. If a college hour were to be instated, this issue may be alleviated.
39	Making sure all groups have a voice it critical.
40	Administration claims to want input but at the end of the day, they do whatever they want to.
41	Determining when classes are eliminated or closed.
42	Stronger, clearer, and more frequent communication are needed from the Academic Senate. I also think that more of the processes should be faculty driven, rather than driven by top-down administration. Additionally, division reps and other AS and/or committee leaders could do a better job soliciting feedback from the people whom they represent.

8. Please describe any aspects of the shared governance process you feel are particularly effective.

3	The FTEF Allocation committee and process is among the most trusted shared governance process on campus. The curriculum committee and SLOAC committees have had broad involvement and we are happy with our process and results. Academic Senate stalwartly holds administration to processes that they might otherwise want to sidestep.
6	When it works properly, people feel that they are not working to carry out the will of an individual boss, but are being coordinated by an effective leader to exercise their own expertise and make collective decisions.

8	Academic Senate discussions seem to be picking up in depth this year.
9	Historically, shared governance has been very effective at the college. Administration does support that the process be active and participatory.
10	We can express our opinions and ideas.
12	The spirit of collegiality prevails. In most instances, recommendations and decisions are developed considering what would be best serve the college as a whole, our students, faculty and staff.
13	Increased awareness of the members of the committee itself
14	A very strong effort is made to have representation on every committee from all institutional groups...thus ensuring everybody has a voice at the table.
16	I think the structure of the shared governance committees is effective for getting work done, and communicating and working well with other committees. Each constituency group has a well defined place for their voice to be heard, and then a place to voice common concerns and goals.
17	Budget process
18	I have not been on an official governing committee but have participated in workshops and short term research and investigative groups in the past 2-3 years.
19	When we choose something then we go for it.
21	Communications within departments is a strength.
22	Finding out what the Admin. is planning
23	see above
24	The committees I have been on have been well run. One does need to pay attention as far as the news goes, but if one is paying attention, it is possible to be informed.
26	Exchanges of ideas.
27	Committees have admirable charges and take them seriously.
28	Curriculum committee
29	We get to meet our colleagues in a deep professional level
30	Having divisional representation is key. Voices are heard. Impact is made. Skyline folks work well together - thumbs up.
31	I do not participate - can't respond to this question.
32	College and district Academic Senate
33	Have not experienced any.
34	The weekly e-mailed newsletter from Regina keeps us in the loop about major initiatives and campus community achievements. Administrators are approachable and generally open to talking about issues.
36	The place is managed like a for-profit business, for better and worse, depending on where you sit.
38	Representation of various constituency groups.
40	None as far as I can tell.
40.5	Inclusion of faculty that cannot attend by conference calls, ACBS binder for self-study distributed for plenty of time for review was particularly effective
41	the timely communication from all departments
42	None at the moment. It's unfortunate that most initiatives are initiated by the administration, who, in essence, receives its orders from the poor decisions made at

the state level.

9. Please share any ideas you have for making the shared governance process better at Skyline College.

#	Response
1	Provide more substantive opportunities for adjunct to participate online. Encourage departments to insure that adjunct have a voice in departmental decisions by allowing for anonymous, online participation. Adjunct feel particularly vulnerable in voicing criticism directly.
2	See #7. People need to be treated as part of the team. Shared governance means participatory decision-making, not just sitting in on a meeting for informational purposes.
3	1) Involvement on committees should be stressed by the divisions more so that the same 10 people aren't doing all the work of the college. Deans need to get involved and make committee involvement more of an obligation to the success of the division and the college. Allowing flex time or release time for committee work will go a long way. If faculty refuse to do shared governance work, they need to justify why to their division and dean. 2) The president needs to maintain total transparency of all of the collaborations and partnerships with outside organizations so that the campus is aware of to whom we are beholden and what it means to have a partnership with these entities. People get suspicious when projects crop up out of the blue which do not go through the standard processes in place at the college. Partnerships should be vetted for quality in a shared governance process to avoid potential blemishes to the college's name or values and keep the campus feeling informed. 3) Staff need to feel that the administration's honoring of shared governance is not just a matter of giving lip service while having a plan already in place, thus making shared governance a charade. More evidence of genuine devotion to shared governance on the part of administration is needed. 4) Classified need to be more involved in all elements of shared governance. There is too much reliance on faculty to do the heavy lifting. CSEA needs to be approached with the idea that shared governance actually helps to increase work enjoyment, and staff need support to do this work. Administration need to see classified as fully competent in matters of shared governance and cease their tendency not to push or encourage classified to be involved (unlike faculty, who are constantly pushed for involvement).
6	Vetoing the will of faculty committees should only happen in the most extreme circumstances. Reminding committees of this possibility in advance of committee work undermines faculty confidence in the process.
6.5	President needs to be more open to suggestions. She uses selective hearing. Interprets in her own way what is said in shared governance meetings.

- 7 Supervisors need to give full support to classified staff who wish to attend meetings or serve on shared governance committees. Many staff report that they don't feel comfortable taking time away from their desk to attend meetings or events because their supervisors express dissatisfaction or resistance about them leaving the office.
- 8 Continue to have President and/or Vice-Presidents participate/attend on a regular basis. They bring up the communication and level of discussion
- 9 Even though there is an increased workload due to the economic state we find ourselves in, staff should be given the opportunity to attend shared governance meetings at their scheduled times. There are staff members who would like to become more active in the process. However, due to workloads and limited staffing, these opportunities are not available to them. During these difficult times, classified staff are the first to be affected since they are still held accountable for completing their daily tasks and are faced with having to choose whether or not to participate in the shared governance process.
- 10 hire more full-time faculty to participate on the various committees.
- 11 I would like to see that part-time faculty has greater input. We do the Lions' share of the work but somehow I feel like a serf in the lord's manor.
- 12 Update the agendas and minutes posted on the committee websites so those who are not members of any shared committee can be educated and kept informed of current developments even while sitting at their desks. I like the Skyline Shines reports on Governance.
- 13 A decision that a committee takes needs to be more respected by the college decision makers.
- 15 Respect the opinions and input of all
- 18 Eliminate any redundancies.
- 19 see #7.
- 21 The ESL population is a very diverse group of learners in terms of their educational backgrounds, native language literacy, socioeconomic status, and cultural traditions; however, they are all held to the same accountability standards as their native English-speaking peers. In an effort to address student equity more emphasis needs to be placed on how to improve the retention and success of these students.
- 22 Listen to the faculty
- 23 see above
- 24 Perhaps inform faculty, before they spend time debating issues, what is possible to change and what is not.
- 25 Clear idea of what is an action item and what is being shared as information. Input sometimes is rushed because answers needed ASAP.
- 26 College needs better leadership.
- 27 1) Committees' voices need to be respected and not seen as threats. We are part of this community and we all want what's best for it. 2) If you expect that faculty and staff are selfish and don't want to be involved, that's exactly what's going to happen. If you expect that faculty and staff want their voices heard, that's exactly what's going to happen.
- 28 It can't be better unless there is transparency in decision making, especially in regards to resources.
- 29 People have to be more honest about their availability

- 30 Keep information available and current via website. Email correspondence is very helpful, for example, AS agenda items and minutes that are posted weekly. Thanks.
- 31 I do not participate - can't respond to this question.
- 32 More involvement by the administration in college activities. The pres. and vps should be more visible and less remote.
- 33 Invite and allow the faculty the opportunity to participate in multiple forums and at times conducive to their teaching schedules.
- 34 See #7. It would be good to post minutes from meetings. When you're on a committee, you're fairly well informed, but if you're not, it's hit and miss. At least the minutes will give people access to what's being discussed and what's been decided.
- 35 Review the committees on campus. Determine whether nature of a committee would be benefitted by having members who have specialized training. Create a system to provide compensation for part time faculty to participate in certain committees that require specialized training/expertise.
- 36 Fewer committees. Fewer faculty doing administrative "projects" (and getting release time, so more adjuncts do the heavy lifting of classroom teaching at such low pay).
- 38 A college hour during high-traffic times (i.e. Wednesday from noon to one) More communication between constituency groups
- 39 Better communication about board priorities and how it comes down to the campus.
- 40 Change the SMT dean to start.
- 41 share the minutes of pertinent meetings to appropriate constituents
- 42 More competent faculty leadership at the AS level, better representation of the faculty, more collaboration between the different constituencies, including all the unions.
-

Attendees at Shared Governance Evaluation Forum

Students

JP Deguzman
Heidi Hansen
Mark Lipkin
Edwina Yuan

Classified Staff

Linda Allen
Maggie Baez
Amory Cariadus (classified supervisory)
Adolfo Leiva

Faculty

Fermin Irigoyen
Leigh Ann Shaw

Administration

Joi Blake
Eloisa Briones
Mike Williamson
Regina Stanback Stroud (chair)

Join the Skyline College
Governance Council



Shared Governance Evaluation

Wednesday, March 28, 2012

Building 4 Room 4301

2:10 -4:00 pm

*Come Provide Your Perspective on the
Shared Governance Process!*



*Take the Skyline College
Governance Council Shared
Governance Survey!*

<http://www.zoomsurveys.com/Survey/WEB22F4FQP85Z8>

*Shared Governance
Evaluation*

The Skyline Governance Council is in the midst of evaluating the shared governance process. The Council will host an evaluation meeting with the constituent leadership on, Wednesday, March 28, 2012 in Building 4 Room 4301 at 2:10 -4:00 pm.

~Additionally~

We would like to hear from the broader campus community in a survey that will take no more than 5 minutes of your time. Please complete the survey at :

[http://www.zoomsurveys.com/Survey/
WEB22F4FQP85Z8](http://www.zoomsurveys.com/Survey/WEB22F4FQP85Z8)

*Please Provide Your Perspective on the
Shared Governance Process!*

