

# Integrated Planning and Participatory Governance For Student Success



## Skyline College

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## Message from the President

Empowering and transforming the lives of a global community of learners requires a level of governance and planning that reflects the “Students-First” philosophy at Skyline College. We engage in this process with mutual respect between all constituencies and appreciation for the diversity of perspectives and ideas, histories and experiences, cultures and abilities. Because we believe that our students’ success is inextricably linked to our success in governance and planning, we strive to make the best decisions at the optimal times, in order to best serve the students at every stage of their educational journey.

Participatory governance and planning are guided by the college Mission – Vision – Values and goals. If successful, they result in the accomplishment of the institutional learning outcomes and strategic priorities. Participatory governance and planning are designed to facilitate broad-based participation that fosters innovation and collaboration. The result is outstanding programs and services for the Skyline College community.

This manual serves to facilitate the transparency and communication so valued at Skyline College. While there are both formal and informal ways of providing input into the governance and planning processes, it is designed to enable the entire college community to get engaged in some way; either directly, through their representatives, or through informal communications with colleagues. It all helps. It all makes for the best ideas, which is important because the community and the students are counting on us.

## About Skyline College

Skyline College opened in 1969 as part of the San Mateo County Community College District. Located on a 111-acre site overlooking the Pacific Ocean just south of San Francisco, Skyline College offers world-class educational opportunities to residents from North San Mateo County and beyond.

Over 10,000 students enroll in a broad range of affordable day, evening, weekend and online courses. Many students complete lower division general education requirements at Skyline College and then transfer to four-year colleges and universities to earn a bachelor's degree. Other Skyline College students graduate and achieve an Associate in Arts (A.A.) or Associate in Science (A.S.) degree. Additionally, Skyline College offers the latest in career technical education through such nationally acclaimed programs as Automotive Technology, Networking, Business, Environmental Technology and Allied Health. The students benefit from state-of-the-art technology, One Stop Student Support Services, SparkPoint at Skyline College, integrated student services and instruction through learning communities and an environment designed to support student success. The curriculum consists of 42 Associate Degree Programs, 52 Certificate Programs, Honors Transfer Program, Interdisciplinary Studies major and various Learning Communities such as ASTEP, Kababayan, MESA, Puente, Scholar Athlete and Women in Transition.

The Mission – Vision – Values and goals of Skyline College are reflected in our educational programs, student services and student success. They are also infused throughout our participatory governance and planning practices.

## **Mission – Vision – Values and Goals**

Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment. The mission of the college is to empower and transform a global community of learners.

We believe that education is the foundation of our civilized democratic society. *Thus, we have identified the following values:*

**Campus Climate:** We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

**Open Access:** We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals.

**Student Success:** We value students' success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience.

**Academic Excellence:** We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to an

educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

**Community Connection:** We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.

**Participatory Governance:** We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

**Sustainability:** We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the following tenet of sustainability: “To meet present needs without compromising the ability of future generations to meet their needs.”

Building on the strong foundation of our Mission – Vision – Values, the college has set the following goals:

1. Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs, and services to lead the San Francisco Bay region in transferring students, awarding degrees and certificates and reflecting social and educational equity.
2. Enhance institutional effectiveness in planning and decision-making processes through cooperative leadership, effective communication, and participatory governance.
3. Fulfill the college’s role as a leading academic and cultural center for the community.
4. Play a central role in the preparation of the region’s workforce and expand networks and partnerships with business, the community, and non-profit organizations.

5. Provide human, physical, technological and financial resources to assure excellent educational programs and student services in order to support students in attaining their educational goals and improve institutional effectiveness.
6. Establish and maintain fiscal stability and alignment of programs and services to the core Mission – Vision – Values of the college.
7. Recruit, retain and support a world-class faculty, staff, and administration that are committed to ongoing improvement through access to opportunities for professional growth and advancement.
8. Internationalize the educational experience by enriching the college with a diverse community of learners representing the collective resources of humanity and engaging in a vibrant dialogue that engenders an understanding of others.

Skyline College's Mission – Vision – Values and goals are reflected and implemented through the Institutional (student) Learning Outcomes (ILOs):

### **Institutional (Student) Learning Outcomes (ILOs)**

Upon completing an A.A./A.S. Degree and/or transfer preparation, students will show evidence of ability in the following core competency areas:

1. **Critical Thinking** – Demonstrate critical thinking skills in problem-solving across the disciplines and in daily life.
2. **Effective Communication** – Communicate and comprehend effectively.
3. **Citizenship** – Use knowledge acquired from their experiences at this College to be ethically responsible, culturally proficient citizens, informed and involved in civic affairs locally, nationally, and globally.

34. **Information Literacy** – Demonstrate skills central to information literacy.
  
5. **Lifelong Wellness** – Demonstrate an understanding of lifelong wellness through physical fitness and personal development.

# **Planning, Budgeting and Assessment**

## **Planning Process**

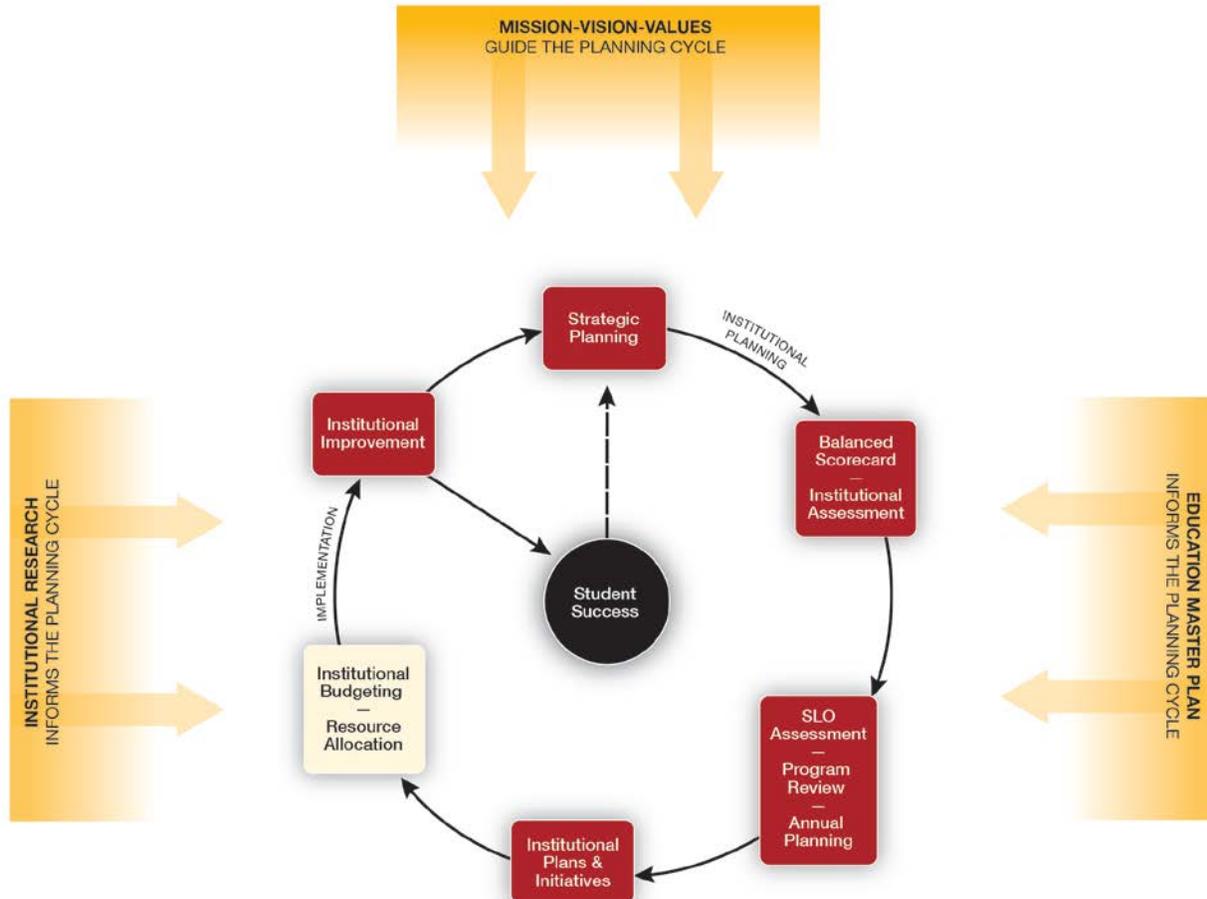
The planning process at Skyline College is grounded in our Mission – Vision – Values , goals, and Institutional Learning Outcomes, and results in the development of the annual strategic priorities. The college planning process is broad-based, utilizing a participatory governance and planning structure that is designed to maximize input opportunities across constituencies and effectively centralize and integrate college-wide planning, budgeting and assessment. Ultimately a large number of individual program plans are integrated into an overall all College Plan. These include:

- Distance Education Plan (submitted by the Technology Advisory Committee)
- Disabled Students Program & Services (DSP&S) Plan (submitted by Disabilities Resource Center)
- Educational Master Plan (college wide planning process)
- Educational Facilities Master Plan (college and district wide planning process; recommended by the Educational Facilities Master planning Task Force)
- International Students Program Plan (submitted by Student Services Leadership Team and Instructional Leadership Team)
- Matriculation Plan (submitted by Student Services Leadership Team)
- Marketing & Outreach Plan (submitted by Marketing and Outreach Team)
- Program Review Plan (submitted by individual units, service areas and programs)
- Staffing Plan (submitted by Institutional Planning Committee)
- Student Equity Plan (submitted by College Success Initiative Coordinating Committee)
- Technology Plan (submitted by the Technology Advisory Committee)
- Transfer Plan (submitted by Student Services Leadership Team and Instructional Leadership Team)
- Vocational Technical Education Act (VTEA) Plan (submitted by VTEA Advisory Committee)

Multiple sources are used throughout the planning process to inform or guide the development of plans. These include:

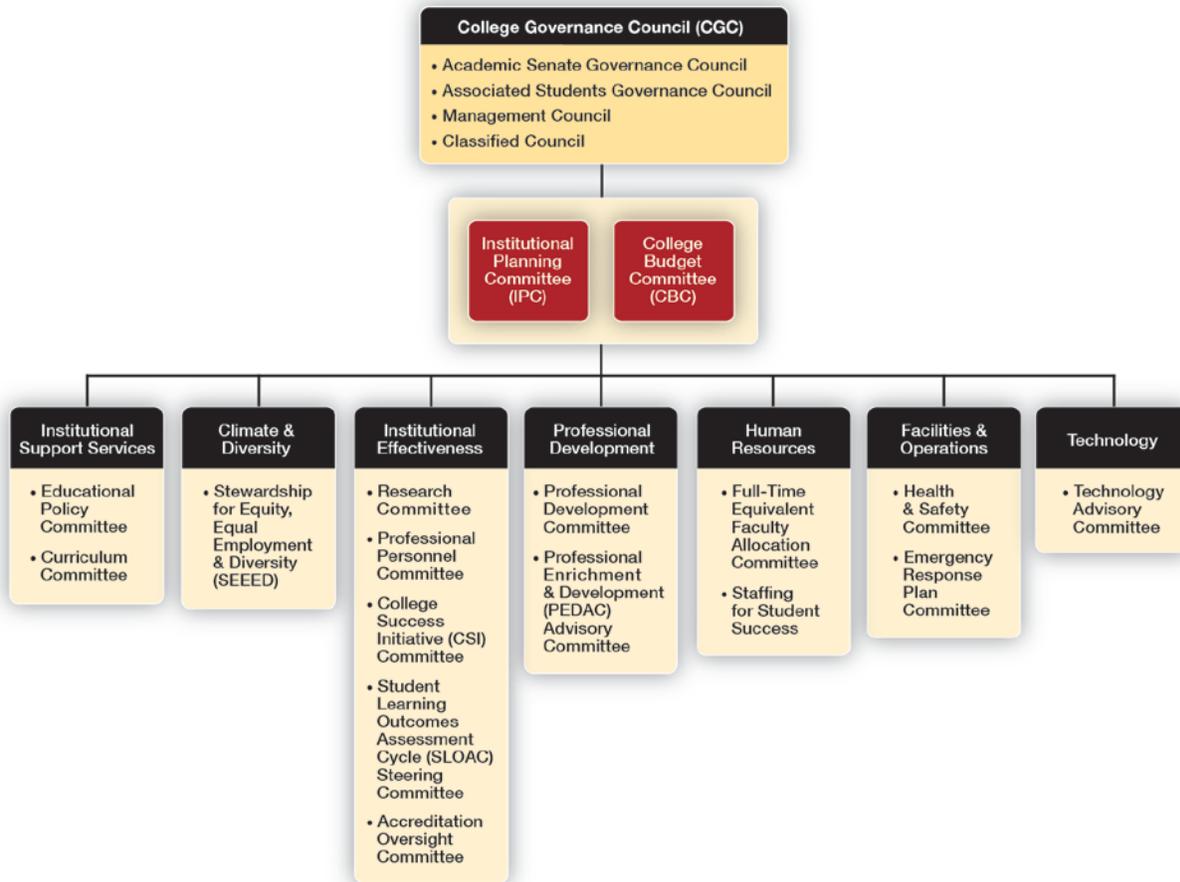
- San Mateo County Community College District (SMCCCD) Board of Trustees Goals
- SMCCCD Board Value Statement
- SMCCCD Strategic Priorities
- Environmental Scans
- Advisory Committee recommendations
- Employee Voice Survey
- Student Engagement Survey
- College Goals
- College Strategic Priorities
- Student Learning Outcomes Assessments
- Program Reviews
- State and Federal Mandates

## Skyline College Integrated Planning Cycle



There are six major components to the integrated planning cycle: Strategic Planning; Balanced Scorecard—Institutional Assessment; SLO Assessment—Comprehensive Program Review—Annual Planning; Institutional Plans & Initiatives; Institutional Budgeting—Resource Allocation, Institutional Improvement. The college’s participatory governance committee structure is address each of these components.

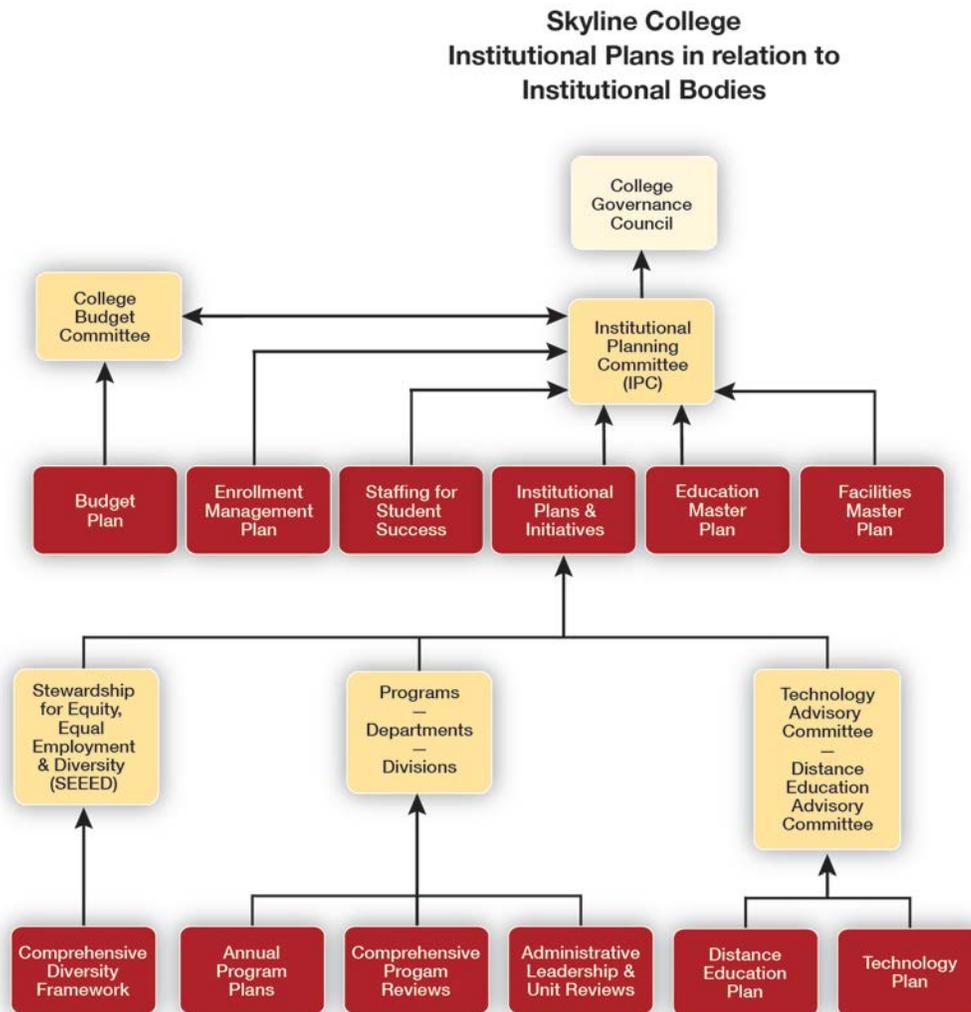
## Skyline College Committee Structure



Furthermore, the institution’s operational structures—Instructional Leadership Team (ILT), Student Services Leadership Team (SSLT), College Management Council (CMC), Divisions, Academic Senate, Classified Council, Associated Students, and Cabinet—also play an integral within this structure.

The Institutional Planning Committee (IPC) is a subcommittee of the College Governance Council, the primary governance and planning body of the college. The IPC includes representatives from across the campus, ensuring that a broad voice is consistently infused throughout the dialogue and decision-making process. Moreover, by centralizing these plans

through the Institutional Planning Committee, connections between the plans are more effectively identified, creating richer and more nuanced recommendations that can be collaborated with the College Budget Committee (CBC) and forwarded to the College Governance Council (CGC) for review.



The planning process is cyclical – beginning with the initial announcement of the strategic priorities on opening day. The announced priorities are developed within the governance structure throughout the year, through the ongoing evaluation of student needs and the effectiveness of programs and services throughout the college in support of student learning. The Institutional

Planning Council prepares draft priorities each October, which serve as a foundation for the tentative resource allocation discussions. After the instructional and student services annual planning and review processes are completed, a second draft of priorities is prepared by IPC in February and ultimately presented to the College Governance Council in May. Once recommended by the College Governance Council to the President for final approval, the strategic priorities are announced on Opening Day in August.

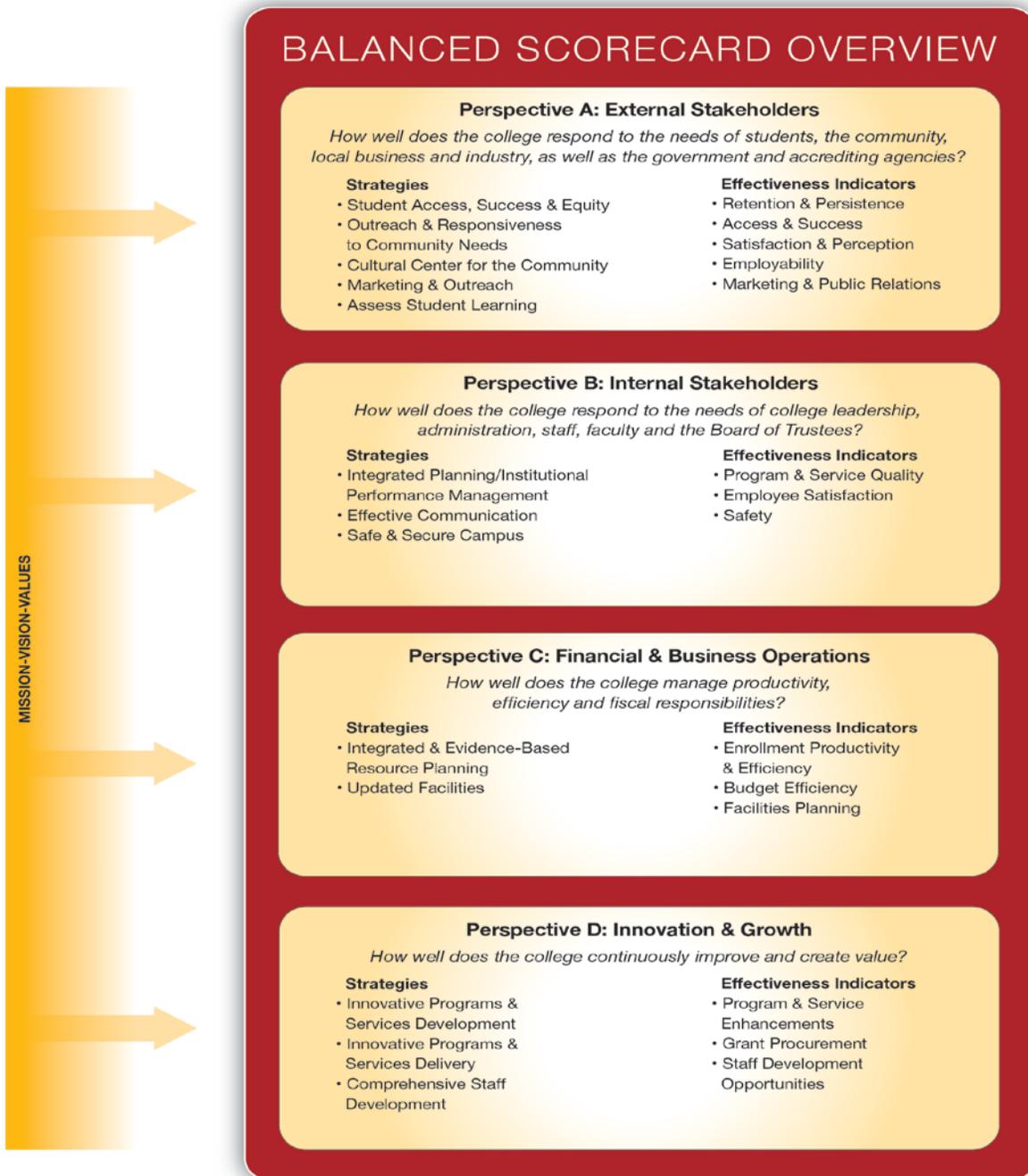
In September, the Administrative Leadership Unit Reviews (ALUR) is submitted to the Institutional Planning Council. The ALUR are unit reviews that have been informed by the previously completed annual and comprehensive instructional and student services planning and review processes, and framed by the campus strategic priorities. The ALUR includes the unit service area outcomes, function, and mission. It informs the human resources planning process and the resource allocation process.

In October, the IPC reviews the Balanced Score Card (BSC) to determine college outcomes and report to the College Governance Council. The BSC is a strategic management system designed to enhance existing college wide planning processes. The BSC translates the college's Mission – Vision – Values into meaningful indicators which are directly linked to college-wide priorities, goals and strategies. It is a means of measuring, tracking and communicating the college's performance of progress made on the goals. BSC makes use of a set of core indicators that define and measure institutional effectiveness. It views the college's effectiveness from four perspectives – each with a balance of financial and non-financial indicators and outcome measures: Perspective A: External Stakeholders; Perspective B: Internal Stakeholders; Perspective C: Financial and Operational Performance, and Perspective D: Growth and Innovation. The results of the BSC are displayed in a dashboard for a quick and easy

determination of our effectiveness at a glance.

## Skyline College Balanced Scorecard: Institutional Effectiveness from Four Perspectives

Using four perspectives to look at the key indicators, the Balanced Scorecard assesses how the institution effectively meets the goals of the Mission-Vision-Values.



Annual plans and/or comprehensive reviews are initiated in October. These are followed by the initiation of the faculty, administration and classified staff prioritization processes. In December, initial budget estimates are prepared by the College Budget Committee (CBC). Resource requests identified in the plan are prepared and submitted through the budget process. In the Spring semester, IPC submits its strategic and programmatic recommendations to College Governance Council, and submits funding priorities to the College Budget Committee for review and recommendation. After considering college-wide and programmatic requests for facilities, instructional equipment, faculty and staffing needs, and other expenditure requests, the CBC communicates back to the College Governance Council with recommendations about priorities and what to fund. In making its recommendations, the CBC is guided by the Mission – Vision – Values, goals, and strategic priorities of the college and by the Institutional Learning Outcomes.

In February through May, the program assessment analyses are completed, the strategic priorities recommendations are finalized and the budget recommendation is finalized; culminating in the recommendation of a tentative budget and set of strategic priorities to the President via the College Governance Council. The President carefully considers all of the information and recommendations, and makes the final determination. The process begins again each Fall semester with the annual reviews.

In June, the outcomes assessments of the unit planning processes are completed in preparation for the development of the new annual plan in the fall. This brings the process full cycle with each component informing and being integrated within the others. This integrated planning and budgeting process is reflected in the Skyline College Integrated Planning and Budget calendar, below.

## Skyline College Integrated Planning and Budget Calendar

Planning Activity	Link	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Announce 2012-2013 Annual Strategic Priorities on Opening Day	President		■										
Develop 2012-2013 Annual ALUR	Units			■									
Submit 2012-13 ALUR to IPC	Units			■									
Review BSC to determine outcomes during 2011-2012 & report to College Council	IPC				■								
Review collegewide plans for integration into strategic priorities process	IPC				■								
Prioritize Strategic Priorities for 2013-2014 (Initial draft)	IPC				■								
Submit 2013-2014 FTEF Priority Recommendations	FTEFAC to AS				■								
Develop Initial 2013-2014 Budget Estimates	CBC					■							
Review 2013-2014 FTEF Priority Recs in consultation with ILT and recommend to VPI	AS & ILT					■							
Review 2013-2014 FTEF Priority Recommendations from AS & submit final rec to President	VPI & VPSS					■							
Submit 2013-2014 Classified & Administrative Hiring Priorities to Cabinet	Units					■							
Begin Annual and Comprehensive Instruction and Student Service Program Planning Process	Units					■							
Submit 2013-2014 Tentative Budget Recommendation to College Council then to President	CBC						■						
Reassess 2013-2014 Budget Estimates after Governor's Proposal is announced	CBC							■	■	■			
Prioritize Strategic Priorities for 2013-2014 (2nd draft)	IPC							■					
Perform Program Assessment Analysis	VP's/Units								■				
Continue Annual and Comprehensive Instruction and Student Svc Program Planning Process	Units									■			
Submit 2013-2014 Annual Budget Requests to CBC	Units										■		
Recommend 2013-2014 Strategic Priorities to College Council	IPC											■	
Review and Distribute Program Review Reports and 2013-2014 Annual Budget Requests	CC/CBC											■	
Recommend 2013-2014 balanced budget to CGC --final recommendation to President	CBC												■
Submit 2013-2014 Annual Budget to District	President												■
Submit list of suggested 2013-2014 Annual Priorities to President	CGC												■
Complete Outcomes Assessment Section of ALUR	Units												■

Legend		
Budget	CBC: College Budget Committee	IPC: Institutional Planning Committee
Planning	CGC - College Governance Council	Units - Programs and Divisions
Evaluation	CC: Curriculum Committee	VPI: Vice President, Instruction
BSC: Balanced Scorecard	ILT: Instructional Leadership Team	VPSS: Vice President of Students

## Integration Matrix of College Goals, Equity Vision and Strategic Priorities

<b>STRATEGIC PRIORITIES</b>	<b>STRATEGIC PRIORITIES</b>						<b>COLLEGE GOALS</b>														
	Goal, vision or priority #	1	2	3	4	5	6	1	2	3	4	5	6	7	8						
<b>STRATEGIC PRIORITIES</b>	1							X		X	X	X		X							
<b>STRATEGIC PRIORITIES</b>	2							X		X	X	X			X	X	X				
<b>STRATEGIC PRIORITIES</b>	3								X	X		X			X		X	X	X	X	
<b>STRATEGIC PRIORITIES</b>	4							X		X	X	X			X	X	X				
<b>STRATEGIC PRIORITIES</b>	5							X		X	X	X			X	X	X		X	X	
<b>STRATEGIC PRIORITIES</b>	6																X	X		X	
<b>SEED VISION</b>	1	X		X		X	X				X		X								
<b>SEED VISION</b>	2			X	X	X	X			X				X							
<b>SEED VISION</b>	3		X	X		X							X								
<b>SEED VISION</b>	4		X		X			X		X											
<b>SEED VISION</b>	5	X		X		X	X		X					X							
<b>SEED VISION</b>	6	X	X		X	X		X		X	X										
<b>SEED VISION</b>	7			X	X	X		X		X	X										
<b>SEED VISION</b>	8		X		X	X					X		X								
<b>SEED VISION</b>	9	X		X		X	X	X		X											

# Participatory Governance

## **Philosophy of Participatory Governance**

The primary mission of Skyline College is to empower and transform a global community of learners by committing to academic excellence; student success; open access; a campus climate of respect; community connections; just, participatory governance; and environmental sustainability and justice. Skyline College is committed to just, fair, inclusive, well understood, and transparent governance processes that are based upon open and honest communication.

At Skyline College, participatory governance reflects a commitment on the part of the students, staff, faculty, and administration to work together to strengthen and enhance the college's ability to meet its mission, adhere to its values, and realize its goals through mutual respect for the contributions that all of its members bring to the college. Participatory governance is a method of college management in which decision makers; whether with primary or delegated authority, are committed to involving affected constituencies in decisions as much as possible. Participatory governance is based upon individuals having a voice in decisions that affect them.

Participatory governance is carefully planned, instituted and evaluated. It 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. Participatory 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 and

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make recommendations to the appropriate bodies are properly charged and empowered, the members carefully selected, and processes clearly structured. The structures and processes for participatory governance vary according to the charge.

In order for participatory governance to work, there must be a covenant of mutual trust, honesty, open agendas, equity, and respect for differing views. Essential to maintaining this covenant are open communications and feedback from all constituencies. All parties must commit to and take responsibility for fostering and maintaining an environment in which participatory governance can occur, as well as being well informed regarding issues.

Participatory governance includes participatory responsibility and accountability. This includes the responsibility to engage in the process, provide the appropriate representation, communicate with constituents, and attend governance meetings as an informed, well prepared representative in the process.

Members of the constituent groups must commit to participating in the implementation of decisions made through participatory governance processes and to working within legal and pragmatic parameters of decision makers. The partners in participatory governance acknowledge that traditional and legally mandated roles continue within the context of participatory governance; e.g., the publicly elected members of the Board of Trustees have the ultimate legal and ethical responsibility for setting policy and making decisions regarding the operations of the District's colleges. (For further detail, please follow this link to the [College Council Charter and Bylaws](#)).

## **Regulations and Policies on Participatory Governance**

In 1988, the legislature passed Assembly Bill 1725, creating the California Community Colleges as a system with multiple components, including the mandate for the development of participatory governance regulations and processes. The California Community Colleges Board of Governors passed regulations defining participatory governance and outlining the appropriate roles for faculty staff and students. Subsequently, districts across the state developed participatory governance policies and delineation of function statements that defined the method of collegial consultation.

Both District and State guidelines and regulations frame the structure and practice of participatory governance at Skyline College. The full text of key regulations and board policies are provided in the Appendices. As stated on the district website:

The San Mateo County Community College Board of Trustees is committed to a participatory 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. (Education Code Section 70901).

In order to provide an opportunity for students, staff, and faculty to participate effectively in District governance, the Board of Trustees of the San Mateo County Community College District established the District Participatory Governance Council (DSGC). The (DSGC) provides all constituents from the three San Mateo County campuses with a participatory avenue for influencing policy at the district level. [www.smccd.edu/edservplan/dsgc/default.shtml](http://www.smccd.edu/edservplan/dsgc/default.shtml)

In response to AB 1725, the California Community College Board of Governors adopted a series of Title V regulations with provisions for effective participation of each of these three constituencies in the participatory governance process.

Faculty participation is governed by § 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5, § 51023, Faculty (Appendix 1), and Title 5, § 51006, Academic Senate for California Community Colleges. (Appendix 2).

Staff participation is governed by § 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5, § 51023.5, Staff. (Appendix 3);

Student participation is governed by § 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5, § 51023.7, Students. (Appendix 4)

### **Decision Making Process**

The primary planning and policy formulation group for Skyline College is the College Governance Council. It has two main sub-committees, the College Budget Committee and the Institutional Planning Committee. Several other committees make recommendations either to one of the two main sub-committees or directly to the College Governance Council.

The management of Skyline College is informed by a participatory 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 Governance Council Bylaws, the participatory 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. Participatory 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 participatory governance vary according to task.  
[www.skylinecollege.edu/collegecouncil/charterbylaws.php](http://www.skylinecollege.edu/collegecouncil/charterbylaws.php)

There are many operational issues that are not included in the charge of the participatory governance structure. These issues may be academic decisions made by an individual faculty member, operational procedures designed by supervisors/staff/collective bargaining units, or personal decisions made by students. Issues that relate to the governance of the college are appropriately entered into the participatory governance processes. Governance issues originate from many individual and group sources including unit or division meetings, service areas, district discussions, board direction, administration areas and various constituency representative bodies.

Though not an exhaustive list, governance issues include:

- a. Budget Processes
- b. Curriculum
  - a. Student Learning Outcomes (Course, Program, Institutional)
  - b. Degrees and Certificates
  - c. Courses
- c. FTE Prioritization and Allocation
- d. Hiring Processes
- e. Planning Processes
  - a. Educational Facilities Master Plan
  - b. Educational Master Plan
  - c. Categorical Program Plans
  - d. Technology Plan

- e. VTEA Plan
- f. Professional Development
- g. Program Review
- h. Public Safety and Accessibility Processes
- i. Research

The Skyline College Decision Matrix indicates participatory governance and decision making trajectories of specified issues. (Appendix - 5)

### **Skyline College Governance Structure**

Skyline College implements a participatory governance structure that is composed of Councils, Committees and Task Forces. A Council is an elected or appointed advisory group. For example, the Classified Council is an elected group and the College Governance Council is an appointed group. A Committee is a body of persons delegated to consider, investigate, take action on, or report on some matter. For example, the College Budget Committee makes recommendations on the college budget. A Task Force is a short term non-governance group such as the Art on Campus Task Force.

Members are appointed to councils and committees by their respective constituency governing councils or designees. Faculty are appointed by the Academic Senate. Classified staff are appointed by the collective bargaining unit in consultation with the Classified Council, students are appointed by the Associated Students of Skyline College and Administrators are appointed by the college President. Faculty, staff and administrators may request appointments by contacting their respective appointing entities. Some committees involve the participation of alumnae and/or community members. These members are solicited by the President or designee

Each year a compendium of committees that includes committee name, charge, membership of current and previous year; and meeting date, time and location, is developed and posted on the college website. (See compendium at [Compendium of Committees and Related Links](#) ).

## Governance Committees

### 1. Academic Senate Governing Council

	<b>Academic Senate Governing Council</b>
Description/Mission/Charge	The Academic Senate Governing Council serves as the policy-making body for the Academic Senate; promotes the general welfare of Skyline College, its faculty, and the San Mateo County Community College District; represents the faculty in making recommendations to the administration of the College and the District Board of Trustees with respect to academic and professional matters; works toward the development and improvement of professional standards; and provides for the continuous study of faculty and College problems.
Meeting frequency	Twice monthly
Meets (10 months or 12 months)	10 months
Reports to	College Governance Council District Academic Senate District Participatory Governance Council Academic Senate of California Community Colleges (state affiliate)
Chair/Co-Chairs	Academic Senate President
Membership	Membership is elected by faculty.
Major reports/plans required	Annual Treasurer's Report
Subcommittees/ Task forces	Curriculum Committee Professional Development Committee Educational Policy Committee Research Committee
Committee website (Link to Agendas/Minutes/Docs)	<a href="http://www.skylinecollege.edu/academicsenate/index.php">http://www.skylinecollege.edu/academicsenate/index.php</a>
Month of annual self-evaluation & goal setting	August

**1a. Curriculum Committee**

	<b>Curriculum Committee</b>
Description/Mission/Charge	The Curriculum Committee carries on a regular review of the entire College curriculum; considers for recommendation all matters of administrative policy concerning the curriculum; considers for recommendation proposals for new courses and programs; recommends action on all deletions, classifications and changes in courses and programs.
Meeting frequency	Twice monthly
Meets (10 months or 12 months)	10 months
Reports to	
Chair/Co-Chairs	As elected by committee
Membership	Membership consists of one elected faculty representative from each division.
Major reports/plans required	
Subcommittees/ Task Forces	
Committee website (Link to Agendas/Minutes/Docs)	<a href="http://www.skylinecollege.edu/curriculumcommittee/index.php">www.skylinecollege.edu/curriculumcommittee/index.php</a>

**1b. Educational Policy Committee**

	<b>Educational Policy Committee</b>
Description/Mission/Charge	The Educational Policy Committee considers for recommendation all matters of educational policy, including academic standards, probation, disqualification, readmissions policies, grading procedures, matriculation, student behavior, and student grievance procedures. It also considers for recommendation all matters of administrative policy concerning educational policy, including policies of the Office of Instruction and the Office of Student Services.
Meeting frequency	Monthly
Meets (10 months or 12 months)	10 months
Reports to	
Chair/Co-Chairs	As elected by committee
Membership	Membership consists of one elected faculty representative from each division.
Major reports/ plans required	
Subcommittees/ Task Forces	
Committee website (Link to Agendas/Minutes/Docs)	<a href="http://www.skylinecollege.edu/educationalpolicy/index.php">www.skylinecollege.edu/educationalpolicy/index.php</a>

**1c. Professional Personnel Committee**

	<b>The Professional Personnel Committee</b>
Description/Mission/Charge	The Professional Personnel Committee promotes staff development and professional growth; considers questions of professional ethics; reviews and makes recommendations concerning Program Improvement Fund and other faculty proposals as necessary; makes recommendations concerning faculty awards; and reviews and recommends faculty development programs such as Flex Day activities.
Meeting frequency	As announced
Meets (10 months or 12 months)	10 months
Reports to	Academic Senate. College President and Vice President of Instruction for PIF Grants
Chair/Co-Chairs	As elected by committee
Membership	Membership consists of one elected faculty representative from each division.
Major reports / plans required	Evaluation and selection of projects to be funded through Program Improvement Fund (PIF). Final report of grants presented to Academic Senate – not action required by Senate
Subcommittees/ Task Forces	None
Committee website (Link to Agendas/Minutes/Docs)	

**1d. Academic Senate Research Committee**

	<b>Academic Senate Research Committee</b>
Description/Mission/Charge	The Academic Senate Research Committee aids faculty doing institutional research; acts as a resource to the Senate in matters of institutional research; and performs institutional research under the direction of the Academic Senate Governing Council.
Meeting frequency	
Meets (10 months or 12 months)	10 months
Reports to	The Academic Senate Governing Council.
Chair/Co-Chairs	As appointed by Academic Senate Dean, Planning, Research, Institutional Effectiveness or designee
Membership	Membership consists of one elected faculty representative from each division.
Major reports/ plans required	
Subcommittees/ Task Forces	
Committee website (Link to Agendas/Minutes/Docs)	

## 2. Accreditation Oversight Committee

	<b>Accreditation Oversight Committee</b>
Mission	The overarching mission of this committee is student success through successful accreditation. It is the responsibility of the institution, CEO and ALO (Accreditation Liaison Officer) to keep Skyline College in compliance with the ERs (Eligibility Requirements), Accreditation Standards, including federal requirements, Commission policies, and Skyline's MVV (Mission-Vision-Values). This committee will support the college in keeping in compliance.
Description/Mission/Charge	<ol style="list-style-type: none"> <li>1. To review ongoing changes and requirements for accreditation at the federal, state and regional levels to facilitate keeping in compliance with ERs, Commission policies and Skyline College's MVV (Mission-Vision-Values)</li> <li>2. To coordinate Skyline College's ongoing activities related to its accreditation, including developing and maintaining a systematic approach to collecting evidence,</li> <li>3. To periodically review alignment of college process with accreditation standards,</li> <li>4. To maintain the college's accreditation web site, and</li> <li>5. To provide open communication between the Accreditation Oversight Committee and the college community.</li> </ol>
Meeting frequency	At least once per semester
Meets (10 months or 12 months)	10 months
Reports to	Office of the President
Chair/Co-Chairs	ALO (Accreditation Liaison Officer)
Membership	ALO, Committee Chair; College President; Planning, Research and Institutional Effectiveness Dean; Coordinator, Institutional Effectiveness; VPI; VPSS; Academic Senate Rep; Classified Council Rep; Student Services Dean; Instructional Dean; Curriculum Committee Rep; Student Services Rep; CTE Faculty member; D.E. Coordinator; ASSC Representative
Major reports/ plans required	Committee reviews ACCJC web site on a regular basis; reports to College Governance Council
Subcommittees/ Task Forces	As needed
Committee website (Link to Agendas/Minutes/Docs)	<a href="http://www.skylinecollege.edu/accreditation/index.php">http://www.skylinecollege.edu/accreditation/index.php</a>

### 3. Associated Students Governing Council

	<b>Associated Students Governing Council</b>
Description/Mission/Charge	The Associated Students Governing Council represents all Skyline College students; maintains student body facilities; plans activities; adopts and supervises the ASSC budget; participates in College committees; and shares in the development of College policies.
Meeting frequency	Monthly
Meets (10 months or 12 months)	10 months
Reports to	Center for Student Life and Leadership Development Staff
Chair/Co-Chairs	As elected by student body
Membership	Membership consists of officers elected by the students.
Major reports/ plans required	ASSC submits quarterly budget reports to the Board of Trustees. ASSC also presents to the BOT once a semester. ASSC bookkeeper submits monthly closing reports to district office
Subcommittees/ Task Forces	Bylaws, Election Board, Leadership and Recognition, Programming Board, Technology and Food Services Subcommittee
Committee website (Link to Agendas/Minutes/Docs)	<a href="http://www.skylinecollege.edu/studentgovernment/index.php">www.skylinecollege.edu/studentgovernment/index.php</a>

## 2a. Student Organizations and Clubs Council

	<b>Student Organizations and Clubs Council</b>
Description/Mission/Charge	<p>The Student Organizations and Clubs Council meet to share information about the events and programs that they sponsor on campus.</p> <p>They also share information about volunteer projects, student outreach and how to recruit new members.</p>
Meeting frequency	Twice monthly.
Meets (10 months or 12 months)	10 Months
Reports to	Associated Students of Skyline College Governing Council & the Center for Student Life and Leadership Development
Advisor	Coordinator, Center for Student Life and Leadership Development
Membership	Membership consists of one representative from each student organization and club on campus.
Major reports/ plans required	Minutes and agenda are posted on clubs / student life website
Subcommittees/ Task Forces	
Committee website (Link to Agendas/Minutes/Docs)	<a href="http://www.skylinecollege.edu/centerforstudentlife/clubs.php">http://www.skylinecollege.edu/centerforstudentlife/clubs.php</a>

### 3. Classified Council

	<b>Classified Council</b>
Description/Mission/Charge	The Classified Council represents the needs, concerns and viewpoints of the classified staff with respect to the District Participatory Governance Agreement, but excludes all matters related to collective bargaining. It is one of the constituent groups of Skyline College's participatory governance organizational structure.
Meeting frequency	Monthly
Meets (10 months or 12 months)	10 months
Reports to	Quarterly reports to Regional Representative
Chair/Co-Chairs	As elected by classified staff
Membership	Membership consists of all classified employees at Skyline College (CSEA, AFSCME and non-represented classified employees including classified supervisors and management positions). All are voting members and are encouraged to attend Classified Council meetings.
Major reports/ plans required	
Subcommittees/ Task Forces	
Committee website (Link to Agendas/Minutes/Docs)	<a href="http://www.skylinecollege.edu/classifiedcouncil/index.php">www.skylinecollege.edu/classifiedcouncil/index.php</a>

#### 4. College Budget Committee

	<b>College Budget Committee</b>
Description/Mission/Charge	The Skyline College Budget Committee is the primary budget recommendation group for the College, thereby establishing recommendations to the College administration on College budgetary matters. The Committee is responsible for reviewing the revenues and expenditures of the College.
Meeting frequency	Twice monthly.
Meets (10 months or 12 months)	10 months
Reports to	College Council
Chair/Co-Chairs	Director of Business Services or designee Academic Senate President
Membership	Members of the College Budget Committee (CBC) include the following: the Vice Presidents of the College, one Dean from instruction, and one Dean from student services, the Academic Senate President, two faculty members from each college division (including Student Services), appointed by the Academic Senate, three classified staff appointed by the Classified Council, and 2 students appointed by the ASSC.
Major reports / plans required	
Subcommittees/ Task Forces	
Committee website (Link to Agendas/Minutes/Docs)	<a href="http://www.skylinecollege.edu/budgetcommittee/index.php">www.skylinecollege.edu/budgetcommittee/index.php</a>

## 5. College Governance Council

	<b>College Governance Council</b>
Description/Mission/Charge	The College Governance 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, accreditation, and program review. The Council is responsible for reviewing the progress and accomplishments of the units and committees, and serves as the umbrella participatory governance committee for the College. The College Governance Council is a major participant in decision-making for the College.
Meeting frequency	Monthly
Meets (10 months or 12 months)	10 months
Reports to	
Chair/Co-Chairs	President
Membership	College President College Vice Presidents President and President of the Academic Senate President and Vice President of the Classified Council, President and Vice President of the Associated Students of Skyline College
Major reports/ plans required	
Subcommittees/ Task Forces	
Committee website (Link to Agendas/Minutes/Docs)	<a href="http://www.skylinecollege.edu/collegecouncil/index.php">www.skylinecollege.edu/collegecouncil/index.php</a>

## 6. Full Time Equivalent Faculty Allocation Committee (FTEFAC)

	<b>Full Time Equivalent Faculty Allocation Committee (FTEFAC)</b>
Description/Mission/Charge	The FTEFAC is charged with developing and recommending to the Academic Senate for endorsement which ultimately goes to the Vice Presidents then the College President for approval, a prioritized list of strategic allocations of Full Time Equivalent Faculty (FTEF) in order for the college to meet its mission of serving the educational needs of the community.
Meeting frequency	Meets on an “as needed” basis
Meets (10 months or 12 months)	10 months
Reports to	Vice President
Chair/Co-Chairs	Vice President, Instruction
Membership	Faculty Division Representatives – appointed by the Academic Senate  1 instructional Dean – Appointed by the VPI  1 Student Services Dean – Appointed by the VPSS  VPI  CBO –Ex Officio - resource
Major reports / plans required	Annual FTEF recommendation to Academic Senate.
Subcommittees/ Task Forces	
Committee website (Link to Agendas/Minutes/Docs)	

## 7. Health and Safety Committee

	<b>Health and Safety Committee</b>
Description/Mission/Charge	The Health and Safety Committee promotes a healthful and safe environment for staff and students, educating and training personnel in safe work practice. The committee conducts safety inspections and recommends corrective action to the College. The committee will discuss accident and illness prevention methods, injury and illness records, and the results of regular safety inspections. The committee also recommends consistent District-wide procedures for scheduling safety inspections to identify and correct any unsafe conditions.\
Meeting frequency	Meets monthly; charged to meet at least quarterly. A district Safety Management Committee will meet at least twice each fiscal year.
Meets (10 or 12 months)	10 months – at least once per quarter
Reports to	College Governance Council and the committees shall make recommendations to a District Safety Management Committee on the elimination of risks, on corrective actions
Chair/Co-Chairs	<ul style="list-style-type: none"> <li>• Chief Public Safety Officer</li> <li>• Dean of Enrollment Services</li> </ul>
Membership	Chief, Public Safety, Chair Faculty Div Representatives – Appointed by Academic Senate Two Classified Representatives – Appointed by CSEA Health Center Staff Member Supervisor of Buildings and Grounds Facilities Operations Manager Dean, KAD Health Center Faculty ASSC Representative Administrative Assistant, VPSS Office Child Development Center Coordinator DSPS Representative Auxiliary Services Representative
Major reports/ plans rq'd	
Subcommittees/ Task Forces	
Committee website (Link to Agendas/Minutes/Docs)	<a href="http://www.skylinecollege.edu/healthsafetycommittee/index.php">www.skylinecollege.edu/healthsafetycommittee/index.php</a>

**8. Institutional Planning Committee (IPC).**

	<b>Institutional Planning Committee (IPC)</b>
Description/Mission/Charge	The Institutional Planning Committee was created by the College Governance Council in September 2003 and is governed by the Charter and By-Laws of the College Governance Council. The IPC will be the primary body responsible to coordinate, communicate and integrate College-wide planning at Skyline College.
Meeting frequency	Monthly
Meets (10 months or 12 months)	10 months
Reports to	The College Governance Council
Chair/Co-Chairs	Dean, Planning Research and Institutional Effectiveness
Membership	Membership consists of the College President and Vice Presidents; the Director of Planning, Research, and Student Success; and representatives appointed by the following constituency groups:  Academic Senate, CSEA, ASSC and College President.
Major reports / plans required	<ul style="list-style-type: none"> <li>• Balanced Scorecard</li> <li>• Administrative Leadership Unit Reviews Workplan</li> <li>• Strategic Priorities/Planning</li> <li>• Educational Master Plan</li> <li>• Collegewide Annual Plans</li> <li>• Mission – Vision – Values Reviews and Modification</li> </ul>
Subcommittees/ Task Forces	Staffing for Student Success Human Resources Task Force
Committee website (Link to Agendas/Minutes/Docs)	<a href="http://www.skylinecollege.edu/institutionalplanning/index.php">www.skylinecollege.edu/institutionalplanning/index.php</a>

## 9. Institutional Review Board

	<b>Institutional Review Board</b>
Description/Mission/Charge	To advise the College on whether research conducted on human subjects, including both biological and social science inquiries, is ethical and would not infringe upon the rights or jeopardize the welfare of the subjects. (The IRB is solely about the protection of human subjects in research. The positive determination of an IRB that human subjects are protected does not determine whether or not a college actually allows the research to be conducted on the campus.)
Meeting frequency	As Scheduled
Meets (10 months or 12 months)	10 months
Reports to	
Chair/Co-Chairs	<ul style="list-style-type: none"> <li>• A Committee Co-Chair who may also be the Chair of the SCRC or designee by the Academic Senate.</li> <li>• A Committee Co-Chair who is also the Dean of Research and Planning or designee by the President</li> </ul>
Membership	<ul style="list-style-type: none"> <li>• A faculty member who has conducted research in a natural or health science.</li> <li>• A faculty member who has conducted research in a social science.</li> <li>• A community member who has conducted scholarly research in any discipline</li> <li>• Up to four other voting members from the campus community that may include faculty, administration, and staff.</li> </ul>
Major reports/plans required	
Subcommittees/ Task Forces	
Committee website (Link to Agendas/Minutes/Docs)	

## 10. Management Council

	<b>Management Council</b>
Description/Mission/Charge	The Management Council is an appointed advisory group to the College President and primarily meets to facilitate communication among Managers regarding College operations.
Meeting frequency	Monthly
Meets (10 months or 12 months)	10 months
Reports to	
Chair/Co-Chairs	President
Membership	Membership consists of the College President and Vice Presidents, Deans, Academic Supervisors, Directors, and Classified Supervisors.
Major reports/plans required	
Subcommittees/ Task Forces	
Committee website (Link to Agendas/Minutes/Docs)	

## 12. Professional Development Committee

	<b>Professional Development Committee</b>
Description/Mission/Charge	The Professional Development Committee evaluates and makes recommendations for funding faculty proposals for long-term and short-term professional development projects.
Meeting frequency	Meets on an “as needed” basis.
Meets (10 months or 12 months)	10 months
Reports to	VPI
Chair/Co-Chairs	As appointed by Academic Senate
Membership	Membership for each campus consists of  Three American Federation of Teachers (AFT) appointed faculty members, one Academic Senate appointed representative and two administrators)
Major reports/ plans required	Fund recipients send reports to office of VPI. Same office keeps reports of expenditures and list of faculty awarded
Subcommittees/ Task Forces	As need for publicity articles, budget analysis
Committee website (Link to Agendas/Minutes/Docs)	<a href="http://www.skylinecollege.edu/professionaldevelopment/index.php">www.skylinecollege.edu/professionaldevelopment/index.php</a>

### 13. Professional Enrichment and Development Advisory Committee (PEDAC)

	<b>Professional Enrichment and Development Advisory Committee (PEDAC)</b>
Description Mission/Charge	<p>PEDAC is charged with serving as an overarching professional development committee to:</p> <ul style="list-style-type: none"> <li>(a) assess professional enrichment and development needs for all categories of staff consistent with Skyline College's Mission – Vision – Values and based on identified teaching, learning and service needs;</li> <li>(b) make recommendations regarding an institutional professional development plan that meets the need of all personnel;</li> <li>(c) develop a systematic evaluation process for professional development programs that includes all classifications of employee and all professional development related activities;</li> <li>(d) recommending flex calendar activities in response to assessed needs;</li> <li>(e) recommending funding for submitted proposals for professional development resourced by new state professional development funds; and</li> <li>(f) Establish a one-stop professional development information resource center.</li> </ul>
Meeting frequency	Meets 2-4 times per year.
Meets (10 months or 12 months)	10 months
Reports to	Vice President of Instruction
Chair/Co-Chairs	As assigned by Vice President, Instruction
Membership	Membership consists of the College Faculty/Staff Professional Development Coordinator, an Administrative Development Representative, a designee of the Professional Development Committee, two Representatives of the Academic Senate, the College Liaison for District Classified Professional Development, the Chair of the Professional Personnel Committee, and a Representative of the Classified Council.
Major reports/ plans required	Flex reporting forms due to State Chancellor's Office at end of academic year
Subcommittees/ Task Forces	None
Committee website (Link to Agendas/Minutes/Docs)	No dedicated PEDAC website currently exists

#### 14. Stewardship for Equity, Equal Employment, and Diversity/Student Equity Committee (SEED/SE)

	<b>Stewardship for Equity, Equal Employment, and Diversity/Student Equity Committee (SEED/SE)</b>
Description/Mission/Charge	Make recommendations for the development and implementation of a comprehensive diversity framework and student equity plan
Meeting frequency	Monthly
Meets (10 months or 12 months)	10 months
Reports to	College Governance Council
Co-Chairs	As elected by committee
Membership	Members are appointed by their constituent groups
Major reports/ plans required	Sub-committee action research reports and recommendations
Subcommittees/ Task Forces	Community Connections Curricular and pedagogical approaches to equity Resources to succeed Student support services-processes Communication/Dissemination of information Hiring/Diversity Institutional climate Leadership
Committee website (Link to Agendas/Minutes/Docs)	<a href="http://www.skylinecollege.edu/seed/index.php">www.skylinecollege.edu/seed/index.php</a>

## 15. Technology Advisory Committee

	<b>Technology Advisory Committee</b>
Mission	
Description/Mission/Charge	The Technology Advisory Committee serves as a viable forum through which faculty, staff and administrators discuss, plan and implement ideas and strategies that will best utilize advances in technology to enhance instruction, student support services and administrative services, while providing leadership and support for ongoing technological innovation.
Meeting frequency	Monthly
Meets (10 months or 12 months)	10 months
Reports to	College Budget Committee
Co-Chairs	As elected by committee
Membership	Membership is open to all interested faculty, staff and administrators.
Major reports/ plans required	Technology Plan and D.E. Handbook and D.E. Plan
Subcommittees/ Task Forces	Distance Education Sub Committee
Committee website (Link to Agendas/Minutes/Docs)	<a href="http://www.skylinecollege.edu/technologyadvisorycommittee/index.php">www.skylinecollege.edu/technologyadvisorycommittee/index.php</a>

## Task Forces

### 1. Art on Campus Committee

	Art on Campus Committee
Description/Mission/Charge	The Art on Campus Committee is charged with developing and reviewing proposals for the acquisition of art works for both indoor and outdoor display at Skyline College that are appropriate to the Mission – Vision – Values of the college, broadly interpreted, and express the college’s commitment to access and respect for all, regardless of level of preparation, socio-economic status, cultural, religious, or ethnic background, or disability. The committee will make recommendations to the College President.
Meeting frequency	As needed
Meets (10 months or 12 months)	10 months
Reports to	College Governance Council
Co-Chairs	<ul style="list-style-type: none"> <li>• Dean of Social Science / Creative Arts</li> <li>• As elected by committee</li> </ul>
Membership	The committee shall consist of at least one representative each from administration, faculty, staff, and students. Members shall include representatives from the art department, the budget office and facilities. Members shall serve in staggered three-year terms (except student representatives) and may be reappointed.
Major reports / plans required	None
Subcommittees/ Task Forces	None
Committee website (Link to Agendas/Minutes/Docs)	None

## 2. Educational Facilities Master Planning Task Force

	<b>Educational Facilities Master Planning Task Force</b>
Description/Mission/Charge	Make recommendations on the development of the Educational Facilities Master Plan
Meeting frequency	Bi-annually
Meets (10 months or 12 months)	10 months
Reports to	IPC
Chair/Co-Chairs	President
Membership	Faculty, Staff and Student representatives directly impacted by Capital Improvement Project and Educational Master Plan
Major reports/ plans required	
Subcommittees/ Task Forces	
Committee website (Link to Agendas/Minutes/Docs)	

### 3. Student Learning Outcomes Assessment Cycle (SLOAC) Steering Committee

<b>Student Learning Outcomes Assessment Cycle (SLOAC) Steering Committee</b>	
Description/Mission/Charge	Consisting of primarily instructional faculty but also including administrators and student services faculty/staff, the SLOAC Steering Committee is charged with creating an infrastructure with which to implement the SLOAC initiative in a meaningful manner, and developing their own expertise by way of training and independent research in order to provide support for members of the campus community.
Meeting frequency	Monthly
Meets (10 months or 12 months)	10 months
Reports to	Vice President of Instruction
Chair/Co-Chairs	Faculty Chair
Membership	Membership consists of a part-time SLOAC Coordinator (.40 reassigned time for a faculty member who reports to the VP of Instruction); the Dean of Research, Planning and Institutional Effectiveness; the Chairs of the Curriculum Committee; two representatives (minimum) per division; two Student Services representatives and one Administrator.
Major reports/ plans required	Information in response to SLOAC related questions on Accreditation Reports
Subcommittees/ Task Forces	Subcommittees to assess ISLOs and interdisciplinary degrees
Committee website (Link to Agendas/Minutes/Docs)	<a href="http://skylinecollege.edu/sloac/index.php">http://skylinecollege.edu/sloac/index.php</a>
Month of annual self-evaluation & goal setting	

## Operational Work Groups

### 1. Campus Auxiliary Services Advisory Committee

	<b>Campus Auxiliary Services Advisory Committee</b>
Description/Mission/Charge	The Campus Auxiliary Services Advisory Committee identifies concerns and makes recommendations regarding the cafeteria, bookstore, vending, and some facilities to the President or the Chancellor's Office. This is a college committee that interfaces with the District Auxiliary Services Advisory Committee (DASAC).
Meeting frequency	Meetings are held as needed
Meets (10 months or 12 months)	10 months
Reports to	Campus and District Auxiliary Services and Office of the Vice Presidents of Student Services
Chair/Co-Chairs	Coordinator, Student Life and Leadership Development
Membership	Membership consists of representatives from the bookstore, cafeteria, vending services providers, ASSC Governing Council, Business Services Office, and Student Services
Major reports / plans required	Committee submits information reports to the District Auxiliary Services Advisor Committee
Subcommittees/ Task Forces	NA
Committee website (Link to Agendas/Minutes/Docs)	None

## 2. College Success Initiative (CSI) Coordinating Committee

	<b>College Success Initiative (CSI) Coordinating Committee</b>
Description/Mission/Charge	The role of the College Success Initiative (CSI) Coordinating Committee is to provide a venue to facilitate communication and currency among everyone involved in implementation of the College Success Initiative Plan and between the instructional and student services components of the college. The group will seek to ensure that Skyline College's Plan is integrated throughout the college. It will be responsible for overseeing the project as a whole and ensuring that the various efforts are well connected to each other, and well embedded in the college's structure. The committee will also identify any gaps that should be addressed, and will develop and maintain a calendar of activities to facilitate communication and coordination across the college.
Meeting frequency	Monthly
Meets (10 months or 12 months)	10 months
Reports to	
Chair/Co-Chairs	Co-chaired by the College Success Coordinator and a Vice President. If the Coordinator is a classroom instructor, the Co-Chair would be the Vice President of Student Services. If the Coordinator is a counselor or librarian, the Co-Chair would be the Vice President of Instruction.
Membership	The membership of the College Success Initiative (CSI) Coordinating Committee will be broadly constituted to include representation from all of the key components of the project.
Major reports/ plans required	
Subcommittees	
Committee website (Link to Agendas/Minutes/Docs)	

### 3. Commencement Committee

	<b>Commencement Committee</b>
Description/Mission/Charge	The Commencement Committee plans, coordinates and implements all activities for Commencement, and meets regularly during the spring semester until graduation day. Meetings focus on all logistical aspects of the graduation and the commencement ceremony.
Meeting frequency/time	Committee meets as needed in the fall semester and then every two weeks during the spring semester
Meets (10 months or 12 months)	10 months
Reports to	Vice President of Student Services
Chair/Co-Chairs	Coordinator, Student Life and Leadership Development
Membership	Membership includes representatives from Buildings and Grounds, the Campus Bookstore, Multi-Media, and Student Services. Other members of the campus community are invited to meetings that cover specific planning areas that relate to their department, program, or division.
Major reports/ plans required	Committee submits information reports and final debriefing to the Office of the Vice President of Student Services
Subcommittees/ Task Forces	N/A
Committee website (Link to Agendas/Minutes/Docs)	

#### 4. Emergency Response Plan Committee

	<b>Emergency Response Plan Committee</b>
Description/Mission/Charge	The Emergency Response Committee develops strategies for disaster preparedness and recovery for the campus. The committee is charged with maintaining the campus Emergency Response Plan, updating contact information and the evacuation plan, and providing training for the campus on emergency procedures.
Meeting frequency	As needed
Meets (10 months or 12 months)	10 months
Reports to	President
Chair/Co-Chairs	Chief Public Safety Officer Vice President, Student Services
Membership	Membership consists of representatives from the Offices of Public Safety, Health, and Administration.
Major reports/ plans required	Emergency Operations Manual  Emergency Operations Drills
Subcommittees/ Task Forces	Building Captains
Committee website (Link to Agendas/Minutes/Docs)	None
Month of annual self-evaluation & goal setting	August

## 5. Event Support Working Group

	<b>Event Support Working Group</b>
Description/Mission/Charge	To plan major college-sponsored events, ensuring that contracts and detailed logistics are in place and that adequate lead and support staff are identified for the successful execution of each event.
Meeting frequency	Meetings are held as needed.
Meets (10 months or 12 months)	10 months
Reports to	President
Chair/Co-Chairs	Director of Business Services and Facilities Rentals & Events Coordinator
Membership	Membership consists of representatives from Administration, Operations, Facilities, Public Safety, Media Services and division offices who assist in event planning.
Major reports/ plans required	
Subcommittees/ Task Forces	SRAC and Commencement Committees
Committee website (Link to Agendas/Minutes/Docs)	

## 6. Instructional Leadership Team

	<b>Instructional Leadership Team</b>
Description/Mission/Charge	
Meeting frequency	Twice monthly.
Meets (10 months or 12 months)	10 months
Reports to	Vice President, Instruction
Chair/Co-Chairs	Vice President, Instruction
Membership	Vice President of Instruction, Instructional and Student Services Division Deans; VP of Instruction; Dean, Social Science/ Creative Arts; Dean, Business; Dean, Language Arts/Learning Resources; Dean, Science/Math/Technology Dean, Kinesiology/Athletics/Dance; Dean, Enrollment Services; Dean, Counseling, Advising and Matriculation.
Major reports/ plans required	Reports provided as needed
Subcommittees/ Task Forces	Task Forces formed as needed
Committee website (Link to Agendas/Minutes/Docs)	

## 7. Outreach Committee

	<b>Outreach Committee</b>
Description/Mission/Charge	To promote community collaboration and provide mutual benefit for our local high schools and middle schools and Skyline College by increasing the coordination of school and college activities, sharing school and college facilities and working collaboratively to transition students from high school to college
Meeting frequency	Semester
Meets (10 months or 12 months)	10 months
Reports to	
Chair/Co-Chairs	Dean, Enrollment Services
Membership	Members are appointed by constituent groups
Major reports/plans required	Outreach Action Plan
Subcommittees/ Task Forces	None
Committee website (Link to Agendas/Minutes/Docs)	

## 8. President's Cabinet

	<b>President's Cabinet</b>
Description/Mission/Charge	Cabinet is an appointed advisory body to the College President, and provides institutional oversight of operations.
Meeting frequency	Weekly
Meets (10 months or 12 months)	10 months
Reports to	
Chair/Co-Chairs	President
Membership	Membership consists of the College President and Vice Presidents; the College Business Officer; the Director of Planning, Research and Institutional Effectiveness; and the Director of Marketing, Communications and Public Relations.
Major reports/ plans required	
Subcommittees/ Task Forces	
Committee website (Link to Agendas/Minutes/Docs)	

## 9. Scholarship Committee

	<b>Scholarship Committee</b>
Description/Mission/Charge	The Scholarship Committee serves as a general policy advisory group to the scholarship program and as a selection committee for general scholarships and awards that may be assigned to their jurisdiction. The primary sources of scholarships for which this committee selects scholarship recipients are Skyline and District Foundation and Skyline Organization funds.
Meeting frequency	As needed.
Meets (10 months or 12 months)	10 months
Reports to	
Chair/Co-Chairs	Director of Financial Aid
Membership	Members are appointed by constituent groups.
Major reports/ plans required	
Subcommittees/ Task Forces	
Committee website (Link to Agendas/Minutes/Docs)	

## 10. Student Recognition and Awards Committee

	<b>Student Recognition and Awards Committee</b>
Mission	
Description/Mission/Charge	The Student Recognition and Awards Committee are charged with planning and implementing the annual Student Recognition Awards Ceremony and the Donor Appreciation Reception.
Meeting frequency	As needed.
Meets (10 or 12 months)	10 months
Reports to	Office of the Vice President of Student Services and the Center for Student Life and Leadership Development
Chair/Co-Chairs	Coordinator of Student Life and Leadership Development
Membership	Membership includes the Vice President of Student Services, Dean of Enrollment Services, Director of Financial Aid, Financial Aid Technician in charge of Scholarship, Administrative Assistant to the Vice President of Student Services, Director of Marketing, Communications and Public Relations, Visual Communications Coordinator, the Coordinator of Student Activities (attendance is required for all meetings), the Academic Senate President, Honors Transfer Program Coordinator, Phi Theta Kappa Coordinator, Transfer Center Coordinator, and the Master of Ceremony (each of whom may choose to only attend those meetings which directly affect their area) and is also open to all interested faculty, staff and administrators
Major reports/ plans required	Committee submits information reports and final debriefing to the Office of the Vice President of Student Services
Subcommittees/ Task Forces	
Committee website (Link to Agendas /Minutes/Docs)	

## 11. Student Services Leadership Team

Description/Mission/Charge	To review Administrative issues related to various student services programs and how these issues affect student services: conduct planning and take actions for addressing appropriate identified issues
Meeting frequency	Twice monthly
Meets (10 months or 12 months)	12 months
Reports to	VPSS
Chair/Co-Chairs	Vice President, Student Services
Membership	Vice President of Student Services, Student Services division deans and managers.
Major reports / plans required	Quarterly, End of Semester. Survey managers on reports
Subcommittees/ Task Forces	Student Services Workgroup
Committee website (Link to Agendas/ Minutes/ Docs)	<a href="http://www.skylinecollege.edu/officevpss/sslt.php">http://www.skylinecollege.edu/officevpss/sslt.php</a>

# **Participatory Governance Evaluation**

During the 2006 Accreditation process, the college established some planning agendas related to participatory governance, and the visiting team made both a commendation and a recommendation related to participatory governance. Both 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.

In response to this recommendation, the bylaws of the College Governance Council 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 (College Planning Agenda (IVA3)). The first review has been completed and participatory with the campus, and recommendations have been forwarded to the appropriate participatory governance bodies. Once the data is compiled from each review, it is presented to the College Governance Council with recommendations, and made available to the campus and community. One outcome of the last evaluation was to streamline some of the committees and initiatives by combining some committees and clarifying the distinctions between councils, committees, task forces and operational committees (Compendium of Committees, accessible online through the Participatory Governance Website).

Additionally, communication procedures were improved by amending the College Governance Council bylaws to add two charges to the College Planning Agenda: Develop strategies to better communicate the planning and budget processes (IVA1); and Develop streamlined communication processes to keep college constituents informed (IVA3). The council summary notes have been incorporated in the weekly Skyline Shines publication, and the Participatory Governance website has been expanded. Information is updated regularly, and channels of communication are clear.

The process for evaluating participatory governance at Skyline College is developed by the College Governance Council.

The process includes three components:

1. A college forum where the leadership of the constituents invite additional members to participate in a Strengths, Weaknesses, Opportunities, Threats and Trends Analysis of participatory governance.
2. A college wide survey.
3. Incorporation of participatory governance evaluation questions in the employee voice survey, if aligned with the administration of the survey.

# Appendices

## **Appendix 1:**

### **BARCLAYS CALIFORNIA CODE OF REGULATIONS, Title 5, § 51023, Faculty**

#### **2.05 Academic Senate**

1. Academic Senates, organized under the provisions of the California Code of Regulations, Title 5, shall represent the faculty and make recommendations to the administration and to the Board with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement.
2. The College Academic Senates shall represent the faculty and make recommendations to their College administration and to the Board concerning academic and professional matters of importance at a single College in the District.
3. A District Academic Senate shall coordinate activities of and communications among the College Academic Senates and shall represent the faculty and make recommendations to the District administration and to the Board concerning academic and professional matters of importance at all Colleges in the District. The District Academic Senate shall bring forth only those recommendations that have the unanimous vote of all three College Senates.
4. The Academic Senates' organization, membership functions and committee structure shall be developed by the Academic Senate at each of the Colleges.
5. "Academic and professional matters" means the following policy development and implementation matters:
  - a. curriculum, including establishing prerequisites and placing courses within disciplines;
  - b. degree and certificate requirements;
  - c. grading policies;
  - d. educational program development;
  - e. standards or policies regarding student preparation and success;
  - f. district and college governance structures, as related to faculty roles;
  - g. faculty roles and involvement in accreditation processes, including self-study and annual reports;
  - h. policies for faculty professional development activities;
  - i. processes for program review;
  - j. processes for institutional planning and budget development; and
  - k. other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.
6. The Board or its designees will consult collegially with the Academic Senate when adopting policies and procedures. The Board will rely primarily on faculty expertise on academic and professional matters as listed above through the established Academic Senate processes. The Academic Senate will consult collegially with the administration of the college and/or district.

7. The Academic Senate will 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. (See Rules and Regulations 2.09 #9.)
8. Recommendations regarding matters identified in Rules and Regulations 2.09 (4) as subject to the shared governance processes of the District shall undergo review by those bodies prior to advising the Chancellor on policy matters for Board action.
9. The recommendations of the Academic Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendation not be accepted. If a recommendation is not accepted, the Board or its designee, upon request of the Senate, shall promptly communicate its reasons in writing to the Senate. The reasons will be based upon a clear and substantive rationale which puts the decision in an accurate, appropriate, and relevant context.

**References:** Title 5 Sections 53200 et seq; 53200.c; 53202.b; 53203.d.1; Ed Code 70902.b.7  
(Revised 5/09)

#### § 53200. **Definitions**

For the purposes of this Subchapter:

- (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” of “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 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.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

### **History**

1. Amendment of Note filed 11-4-77; effective thirtieth day thereafter (Register 77, No. 45).
2. Amendment of Note filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
3. Amendment filed 10-30-90 with Secretary of State by Board of Governors,
4. California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).
5. Relocation of article 2 heading filed 5-15-93; operative 6-4-93 (Register 93, No. 25).
6. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94. No. 38).

## **Appendix 2:**

### BARCLAYS CALIFORNIA CODE OF REGULATIONS, Title 5, § 51006, Academic Senate for California Community Colleges.

#### § 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5

##### § 53206. Academic Senate for California Community Colleges.

- (a) An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.
- (b) The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

Note: Authority cited: Sections 66700, 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

#### **History**

1. New section filed 5-9-78; effective thirtieth day thereafter (Register 78, No. 19).
2. Amendment filed 4-27-83; effective thirtieth day thereafter (Register 78, No. 18).
3. Amendment of section submitted to OAL for printing only pursuant to Government Code section 11344.8 (Register 91, No. 23).
4. Amendment of subsection (a) filed 9-6-94; operative 10-6-94. Submitted to
5. OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

#### FACULTY

#### § 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5

##### § 51023. Faculty.

The governing board of a community college district shall:

- (a) adopt a policy statement on academic freedom which shall be made available to faculty and be filed with the Chancellor;
- (b) adopt procedures which are consistent with the provisions of Sections 53000-53206, regarding the role of academic senates and faculty councils and are filed with the Chancellor;
- (c) substantially comply with district adopted policy and procedures adopted pursuant to Subsections (a) and (b).

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

**History**

1. New section filed 6-27-84; effective thirtieth day thereafter (Register 84, No. 26).
2. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901. 5 (b).
3. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant Education Code section 70901.5 (Register 94, No. 38).
4. 4. Editorial correction of HISTORY 2 (Register 95, No.15).

## Appendix 3:

### § 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5

#### § 51023.5 Staff.

#### 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 position 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 of 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 formulations 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 formulations 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) The selection of staff representatives to serve on college and district task forces, committees, or other governance groups shall, when required by law, be made by those councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation. In all other instances, that selection shall either be made by, or in consultation with such staff groups. In all cases, representatives shall be selected from the category that they represent.

- (b) In developing and carrying out policies and procedures pursuant to Subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code Sections 3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under Section 3543.2 of the Government Code.
- (c) In addition, governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer- employee relations.
- (d) Nothing in this Section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.
- (e) Nothing in this Section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to Sections 53200-53204, and Sections 51023.7, respectively.
- (f) The governing board of a community college district shall comply substantially with the provisions of this Section.

Note: Authority cited: Section 70901, Education Code, Reference: Sections 70901 and 70902, Education Code.

### **History**

1. New section filed 3-12-91 by Board of Governors of California Community Colleges with the Secretary of State operative 4-5-91. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (b), (Register 91. No. 23).
2. Editorial correction of printing error in subsection (b) and HISTORY 1. (Register 91. No. 43).
3. Amendment of subsections (a)(1), (a)(5), (a)(7), (b), (c) and (d) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94. No. 38)

Appendix 4: BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5, § 51023.7, Students.

STUDENTS

§ 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS 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 be 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) with in 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 delegated 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.

Note: Authority cited: Sections 66700 and 70901 (b)(1)(E), Education Code. Reference: Sections 70901 (b)(1)(E), 70902(b)(7), Education Code.

### **History**

1. New section filed 3-12-91 by Board of Governors of California Community Colleges with the Secretary of State: operative 4-5-91. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (b) (Register 91, No. 23).
2. Editorial correction of printing errors in subsections (a) and (b) and HISTORY 1 (Register 91, No. 43).
3. Amendment of subsections (a)(2), (a)(4), (b), (b)(10), (d) and (e) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

## **2.08 District Participatory Governance Process**

In order to provide an opportunity for students, staff, and faculty to participate effectively in District governance, the Board of Trustees of the San Mateo County Community College District hereby establishes a District Participatory Governance Council (DSGC).

Governance is defined as those institutional structures and processes for decision-making and communications that engage students, staff, faculty, and administrators relative to the mission and values of the District.

The Board of Trustees is committed to a participatory 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 campus and District levels and to ensure that these opinions are given every reasonable consideration.

The purpose of the District Participatory Governance Council is to advise the Board of Trustees, through its designee, the Chancellor, on the following matters:

- a. Procedures for faculty, staff, and management hiring and equal employment opportunities
- b. Periodic review of the District Participatory Governance Council policy
- c. Planning for District wide professional development activities
- d. Oversight of the District Budget and Planning Subcommittee
- e. Changes to or the addition of locally determined student fees
- f. Educational and facilities master planning processes
- g. Board policies that directly affect faculty, staff and students of the District, as determined by the District administrator responsible for Rules and Regulations, in conjunction with the DSGC co-chairs. All other Board policies will be brought to the DSGC as information items.

In addition to these items, any Council member may, after consultation with the DSGC co-chairs, place informational or advisory items on the agenda.

4. The DSGC makes decisions democratically by polling appointed members to determine if general agreement has been reached, based upon the following levels of responses:
  - a. I support the recommendation completely.
  - b. I support the recommendation with reservations.
  - c. I cannot support the recommendation.

A recommendation will be forwarded to the Chancellor when 60% of members present are at any one level. Any member of DSGC can submit a brief rationale for his or her vote which will accompany the recommendation to the Chancellor and the Board of Trustees.

5. The District Participatory Governance Council membership is twenty (20) representatives with (5) representatives from Faculty, Administration, Classified, and Student constituencies, and specifically includes:

- a. Faculty (5): the District Academic Senate President, the three Academic Senate Presidents of each college or designees, and the AFT president or designee.
  - b. Administration (5): one Manager appointed by the President of each college, one appointment from the District office chosen by the Chancellor, and one non-represented member. The non-represented member is appointed by the Chancellor and represents non-union associated employees and can be either classified or administrative.
  - c. Classified (5): the CSEA President or designee, the AFSCME president or designee, and three additional classified representatives appointed by CSEA.
  - d. Students (5): the three Associated Students Presidents or designees from each college, the Student Trustee, and one at-large member.
  - e. Council Chair: The Council will be served by co-chairs, namely, the District Academic Senate President and the District administrator appointed by the Chancellor in (b.) above.
6. Term of Appointments: Membership appointments for students are for one semester and may be continued from semester to semester. Membership appointments for all other constituent groups are for one year and may be continued.
8. A quorum for a meeting is as follows:
- a. Presence of fifty percent plus one of current members, and
  - b. At least one representative from each site (District office and the three colleges), and
  - c. At least one representative from each constituency (faculty, administration, classified staff, and students).
9. The Board recognizes the Academic Senate as the official body representing faculty in participatory governance (Title 5, 53200) and the “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 the established Academic Senate processes. 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. (See Rules and Regulations 2.06 for the delineation of authority agreement between the Board and the Academic Senates.) “Academic and professional matters“ include the following:
- a. curriculum, including establishing prerequisites and placing courses within disciplines;
  - b. degree and certificate requirements;
  - c. grading policies;
  - d. educational program development;
  - e. standards or policies regarding student preparation and success;
  - f. district and college governance structures, as related to faculty roles;

- g. faculty roles and involvement in accreditation processes, including self-study and annual reports;
- h. policies for faculty professional development activities;
- i. processes for program review;
- j. processes for institutional planning and budget development; and
- k. other academic and professional matters as are mutually agreed upon between the governing board and the academic senate. (Title 5 §53200.c)

10. The Board recognizes the Associated Students organizations as the official bodies representing students and considers students to be full participants in participatory governance on all items pertaining to their interests. District and college policies and procedures that have or will have a “significant effect on students” includes the following (Title 5, §51023.7,4 (b):

- a. grading policies;
- b. codes of student conduct;
- c. academic disciplinary policies;
- d. curriculum development;
- e. courses or programs which should be initiated or discontinued;
- f. processes for institutional planning and budget development;
- g. standards and policies regarding student preparation and success;
- h. student services planning and development;
- i. student fees within the authority of the district to adopt; and
- j. any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

11. The Board recognizes CSEA as the official body representing classified staff and considers classified staff to be full participants in participatory governance on all items pertaining to their interests (Education Code §70901.2). The selection of classified representatives to serve on District and/or College committees, task forces, or other governance groups shall be made by CSEA with the expectation that all classified staff will be considered in the process of selecting representatives (Title 5 §51023.5).

12. A copy of the complete and updated text of the District participatory governance policy shall be maintained in the Office of the Chancellor.

**References:** Education Code Section 70901.2; Title 5 Sections 53200-53206, 51023.5 and 51023.7; Accreditation Standard IV.A  
(Revised 10/11)

### **2.18 Student Participation in District and College Governance**

1. The Board of Trustees values and recognizes the importance of effective student participation in College and District governance processes and, to that end, students will be represented in fair numbers.

2. The Board of Trustees recognizes the Associated Students of the three Colleges, organized under the provisions of the Education Code, as the representative bodies to participate effectively in District and College governance with regard to policies and procedures that have or will have a significant effect on students.
3. The Associated Students Organizations at each College will have the sole right to make appointments for their student representatives to College and District committees, task forces, or other governance groups through a process which they will develop.
4. Students will 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 Board of Trustees regarding such policies and procedures.
5. The Board of Trustees will ensure that, at District and College levels, recommendations and positions developed by students are given every reasonable consideration.
6. 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 formation of the policy or procedure or the joint development of recommendations regarding the action. District and College policies and procedures that have or will have a “significant effect on students” include the following:
  - a. grading policies;
  - b. codes of student conduct;
  - c. academic disciplinary policies;
  - d. curriculum development;
  - e. courses or programs which should be initiated or discontinued;
  - f. formulation of policies and procedures concerning graduation requirements;
  - g. processes for institutional planning and budget development;
  - h. standards and policies regarding student preparation and success;
  - i. student services planning and development;
  - j. student fees within the authority of the District to adopt; and
  - k. any other District and College policy, procedure, or related matter that the District governing board determines will have a significant effect on students.
7. The Board of Trustees will 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.
7. Student representatives will be treated with equal inclusion, opportunity and consideration in respect to all participatory governance and will have access to necessary and relevant information, documents and resources necessary for meaningful participation in governance processes.

8. Students serving on District and College committees will maintain minimum scholastic standards as set by the California Education Code, Title 5 Code of Regulations, District Regulations, and regulations of their respective associated student organizations, while serving in governance capacities.
9. Every reasonable effort shall be made to schedule meetings so that student participation is possible.
10. At the beginning of each semester, designated student members on District and College committees shall be provided with an orientation conducted by the committee chairperson or other senior member of the committee within the first two meetings of the committee.
11. Nothing in this section shall be construed to impinge upon the due process rights of faculty, the responsibilities delegated to academic senates or detract from any negotiations or negotiated agreements between collective bargaining agents and the Board of Trustees.

References: Education Code Sections 76060 ,70902 (b) (7); Title 5 Sections, 51023.7 (a)(1), 51023.7 (a)(3), 51023.7 (a)(4), 51023.7 (b), 51023.7 (c), 53200-53206, 51023.7 (d)(Rev. 5/09)

## Appendix 5: Skyline College Decision Matrix

### Recommendation/Task/Decision Summary

Recommendation/Task/Decision	Origination	Related issues or Processes	Information (I), Review (R) , Discussion (D), Coordination (C)	Recommending Body	Final Decision
<b>Administrative Positions – Priority</b>	VPI, VPSS	Retirements, separations or reorganization Staffing Plan EMP Administrative Leadership Review Accreditation needs	ILT (R, D) SSLT (R, D) Management Council (R, D) Cabinet (R, D, C) IPC (I) College Governance Council (R, D)	Cabinet (positions)	President
<b>Administrative Positions – Number</b>	Units, Divisions, Service Areas, any governance group, operational committee or taskforce	Retirements, separations or reorganization Staffing Plan EMP Administrative Leadership Review Accreditation needs	CBC (R, D)	Cabinet (positions) CBC (funding)	President
<b>Annual College Budget</b>	CBC	Board Goals District Strategic Plan College Goals Annual Strategic Priorities Administrative Leadership Review Program Reviews BSC Outcomes Basic Aid Status District allocation model FTES & Load Goals	Cabinet (I, R, D) IPC (I, R, D) CBC (R, D, C)	College Governance Council	President
<b>Capital Improvements</b>	Units, Divisions, Service Areas, any governance group,	Board Goals District Strategic Plan College Goals Program Review	EFMP Task Force (R, D) CIP (R, D, C) College Input	Cabinet	President

<b>Recommendation/Task/Decision</b>	<b>Origination</b>	<b>Related issues or Processes</b>	<b>Information (I), Review (R) , Discussion (D), Coordination (C)</b>	<b>Recommending Body</b>	<b>Final Decision</b>
	operational committee or taskforce	Community Needs Assessment EMP Facilities Master Plan Administrative Leadership Review			
<b>Classified Staffing Priorities</b>	Units, Service Areas, Divisions	Retirements, separations or reorganization Administration Leadership Review Program Review Educational Master Plan Staffing Plan	ILT (R, D, C) SSLT (R, D, C) IPC (R, D) College Governance Council (R, D)	Cabinet (positions)	President
<b>Classified Staffing – Number of Positions</b>	VPI, VPSS	Retirements, separations or reorganization Staffing Plan EMP Administrative Leadership Review Program Review Licensure, legal or accreditation needs	CBC (R, D)	CBC (funding)	President
<b>Curriculum, Degrees, Certificates</b>	Divisions, units, service areas, advisory committees Grant Initiatives	Needs assessments Employer Surveys EMSI data Professional accreditation	Curriculum Committee	Curriculum Committee	Board
<b>Equipment and Instructional Materials</b>	Divisions, units, service areas	Program Review Administrative Leadership Review Technology Plan	ILT (I, R, D, C) SSLT (I, R, D)	Cabinet	President
<b>Faculty and staff Selections</b>	Screening Committee	N/A	Screening Committee (Recommends next level candidates) Hiring Manager (I)	Hiring Manager	President
<b>FTEF Allocation Priority</b>	Divisions	Program Review Administrative	FTEF Allocation Committee (I, R, D)	Vice President, Instruction in	President

<b>Recommendation/Task/Decision</b>	<b>Origination</b>	<b>Related issues or Processes</b>	<b>Information (I), Review (R) , Discussion (D), Coordination (C)</b>	<b>Recommending Body</b>	<b>Final Decision</b>
		Leadership Review Retirements Educational Master Plan Licensure, legal, grant or accreditation needs	Academic Senate (R, D) ILT (R, D, C)	consultation with Vice President of Student Services	
<b>FTEF – Number of new positions</b>	VPI, VPSS	75/25 ratio (FON) Retirements Staffing Plan EMP Program Review Licensure, legal, grant or accreditation needs	CBC (funding) (I, R, D)	CBC	President
<b>Program Discontinuance</b>	Units, Divisions, Service Areas, any governance group, operational committee or taskforce Vice President	EMP College Goals Board Goals Board Value Statement IPC CBC District Strategic Plan Annual Strategic Priorities	Curriculum Committee SSLT ILT IPC (I) CBC (I)	Vice President, Instruction	President
<b>Program Improvement Projects</b>	Faculty, Deans	College goals (required on forms) Unit plans Program Review (identifies PD needs, new initiatives)	none	Professional Development Committee Professional Personnel Committee VPI reviews	President
<b>Strategic Priorities</b>	Units, Divisions, Service Areas, any governance group, operational committee or taskforce	Board Goals District Strategic Plan College Goals College Initiatives BSC Outcomes	Academic Senate (I,R,D) ASSC(I,R,D) Classified Council (I,R,D) Management Council (I,R,D) IPC(I,R,D, C)	College Governance Council	President