October 23, 2020
Re: Release of the McPhail Report

Dear Colleagues:

Many of you know that my predecessor, Dr. Jannett Jackson, engaged the McPhail Group in March, 2020 to conduct an institutional review of the Skyline College campus climate. I believe that Dr. Jackson’s intention was to release the report coupled with a series of related conversations. And then Covid happened. This report became my responsibility on my first day as your President, and I have taken some time with legal counsel to understand its implications.

There is a lot we can learn from this report, and I believe it provides excellent insight into our potential climate issues, and a reference point for moving forward. Given my unwavering value of transparency, I placed a high priority on releasing the report as quickly as possible. I feel quite strongly that it is important to share as much of the report content as possible, and reveal its recommendations for moving forward. However, I was uneasy to release the report in its original form given the number of concerns. I share my top concerns below:

a) The report is presented as a campus climate review, and yet only 29 people were interviewed and there was no survey conducted;

b) The McPhail Group promised participants in the interview process they would be anonymized. However, the report contains numerous quotes from interviewees and includes several identifiers of the participants;

c) The report contains sections that are disparaging to named current and past employees of the college, and reveals confidential personnel matters.

Given the concerns above, I am taking these steps:

(1) Today, I am releasing a redacted version of the report as advised by legal counsel. Our collective goal was to release as much content as possible while protecting the participants in the report, and shielding the college and the District from potential liability. I believe that, with the limited redactions (amounting in total to less than 4 pages out of 64 pages) the report retains its integrity and intended purpose; and

(2) Along with this report’s release, we will form a “Climate Review Workgroup”, a sub-group of the College Governance Council (CGC) to, among other things: (a) consider the implementation of the recommendations made by the McPhail Group, and (b) determine whether further steps are warranted to better understand the college climate. The workgroup will bring their findings and any recommendations back to CGC for our consideration.

I look forward to working with you.

Sincerely,

Dr. Melissa Moreno
President
THE SKYLINE COLLEGE
REVIEW OF CAMPUS CLIMATE
THROUGH THE LENS OF

DIVERSITY
EQUITY
INCLUSION

March 30, 2020
# TABLE OF CONTENTS

Executive Summary ................................................................................................ 3

Chapter I: Introduction ............................................................................................ 6

Chapter II: Overview .............................................................................................. 9

Chapter III: Campus Governance and Decision Making ........................................ 17

Chapter IV: Personnel Policies and Procedures ...................................................... 19

Chapter V: Employee Engagement ........................................................................ 28

Chapter VI: Campus Security and Safety ............................................................... 34

Chapter VII: Race, Gender and the Culture of Evidence ....................................... 37

Chapter VIII: The Student Experience .................................................................. 41

Chapter IX: Equity-Mindedness ............................................................................ 42

Chapter X: Conclusions and Recommendations .................................................... 46

Sources .................................................................................................................... 51

Appendix A: Members of the Review Team .......................................................... 52

Appendix B: Interview Sample ............................................................................... 57

Appendix C: Index of Materials Used in the Review ............................................. 58

Appendix D: Informed Consent .............................................................................. 60

Appendix E: Interview Protocols ............................................................................ 61

Appendix F: Interview Appointment Schedule ...................................................... 63
EXECUTIVE SUMMARY

With the assistance of the interim president and her team in collecting data and the voluntary participation of Skyline College employees and students in the interviews, The McPhail Group now releases its Skyline College Campus Climate Review (otherwise referred to as the Review). Reflecting two months of deep document review and on-site interviews with faculty, staff, administrators, and students, the Review provides a baseline set of reference points for what Skyline College should know about the current state of its campus climate. The McPhail Group offers twenty-six (26) recommendations to assist Skyline College in fostering a healthier and more productive campus climate.

Though the Review draws on district and campus policies and interview statements in its effort to describe what a healthy campus climate should reflect in terms of diversity, equity, and inclusion, it also seeks to set a new direction for the college’s campus climate in the following ways:

• The college, not individuals, is its primary reference point. The Review describes what the institution should know and be able to do as it evolves to progressively higher levels of outcomes in diversity, equity, and inclusion.
• The Review presents recommendations under five levels of stakeholder groups.
• The Review emphasizes the actions that stakeholder groups must take in their specialized areas of responsibility and calls on campus and district leaders to take specific action to develop a transition plan.
• The Review encourages Skyline College to take an Equity-Minded Approach (Bensimon et al., 2007; Bensimon & Harris III, 2012) in implementing its Equity Agenda. Equity-Minded principles are not intended to work against the practices of the existing Skyline College Equity Institute, but to serve as a construct for what practitioners at every level of the college ought to know and be able to do to promote diversity, equity, and inclusion.
• The Review recommendations employ active verbs to explain what Skyline College and stakeholders should do to demonstrate their commitment to diversity, equity, and inclusion. We did not use terms such as “capacity”, “awareness”, “dedication”, or “appreciation” because such terms do not lead to specific action and cannot be easily measured.
• The Review was a unique, nongovernmental process that was undertaken voluntarily by faculty, staff, and students who engaged in interviews with the expectation that their input would strengthen the campus climate at Skyline College.
The Review differs in important ways from quantitative queries about campus climate. It collects direct feedback from practitioners and students and reviews documents, policies, and practices that establish accountability for diversity, equity, and inclusion at Skyline College. For example, traditional campus climate studies focus primarily on multiple-choice surveys or questionnaires. While these measures may be helpful, they fail to describe what diversity, equity, and inclusion mean in terms of the demonstrated lived experiences of stakeholders.

A Snapshot of Key Findings

- Most of the participants reported that Skyline College had developed initiatives to promote diversity and equity. However, the majority of participants pointed to difficulties in the execution of the college’s equity plan. We found, for example, no common understanding of what “equity-in-action” means at Skyline College.

- Some participants believed that current campus policies and practices sometimes result in inequitable treatment of individuals from underrepresented groups, such as classified staff and women. For example, the majority of the Equity efforts were reported to be focused on race and appeared to ignore gender and other dimensions of equity.

- While most of the interview participants said they were aware of negative situations dealing with race and gender at Skyline College, few reported incidents where they actually experienced discrimination themselves.

- Most of the participants expressed concern about the October 15, 2019 Presidential Hiring Public Forum.

- Beyond the October 15th incident, most of the participants reported that they had heard one or more Skyline College senior and midlevel administrators make discriminatory comments about individuals and groups.

- While Skyline College offers equity-oriented training, the majority of the interview participants reported that their personal comfort level for talking about race was low. They attributed this to the negative campus climate at the college.

- The interview participants felt that the campus climate did not support individuals challenging their colleagues. Consequently, people keep their feelings to themselves due to fear of intimidation.

- Only two of the interview participants reported that they had made efforts to examine their own personal biases and did not believe there was any strategic effort being made by the
college to encourage employees to do so. Only two of the individuals participating in the interviews reported that they made intentional efforts to get to know people from backgrounds different from their own.

- Students reported high levels of satisfaction with their experience at Skyline College. They found faculty, staff, and administrators helpful in addressing their needs. Students reported that they had not experienced any form of discrimination at the college. They were clear on how to seek redress of grievances if required. Students felt safe on campus and were comfortable with existing campus security policies and practices.

- In contrast, most faculty and staff interviewees did not feel that Skyline College provided sufficient campus security. About one-third of these participants said they did not feel safe on campus.

The Review findings and recommendations can support Skyline College as it takes proactive steps to advance a more positive campus climate with a keen focus on creating a shared understanding of equity-mindedness. Recognizing that there are many definitions of equity, the Review encourages Skyline College to reach a “common” understanding of equity and to work collegially to execute this vision. This approach requires trust and honest communications from all key stakeholder groups at Skyline College.
CHAPTER I: INTRODUCTION

On March 11 and 12, 2020, The McPhail Group LLC reviewed the condition of campus climate—with a particular focus on diversity, equity, and inclusion—at Skyline College. The principals at The McPhail Group are each senior executives in higher education and community college leadership and none have any present or past association with Skyline College. The Review was authorized by the Interim President of Skyline College, Dr. Jannett N. Jackson.

The purpose of the Review was to assist the Interim President in better understanding the experiences and perceptions of all members of the college community related to diversity, equity, and inclusion. Campus climate includes the experience of individuals and groups on campus and the quality and extent of the interaction between those various groups and individuals. The Review served the purpose of openly identifying and addressing issues impacting diversity, equity, and inclusion at Skyline College, and helping to define a short-term action plan for the leadership team. The Review should also prove beneficial to the incoming President as she/he charts a vision and strategic direction for the college.

Before beginning interviews, The McPhail Group team held discussions with the Interim President. Team members also read and evaluated materials assembled by the Interim President and staff (Appendix D) and confidential perspectives prepared by two members of the President’s Cabinet. All counted, interviews encompassed 29 key stakeholders among the faculty, staff, administrators, and students (Appendix B).

All interviews focused on three factors:

- Experiences on campus
- Perceptions of campus climate
- Perceptions of institutional action and commitment to diversity, equity, and inclusion
The key definitions that guided our work are as follows:

**DIVERSITY**
Includes but is not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles.

**EQUITY**
The guarantee of fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and under-represented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

**INCLUSION**
Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision-making in a way that shares power and ensures equal access to opportunities and resources.

Source: Armstrong, 2019

The conceptual framework for the interviews was based on Hurtado, Griffin, Arellano, and Cuellar's (2008) four influential aspects of campus environment: 1) historical legacy of inclusion/exclusion of various racial/ethnic groups, 2) structural diversity or the numerical representation of various racial/ethnic groups, 3) the psychological climate of perceptions and attitudes between and among groups, and 4) the behavioral climate of campus intergroup relations. The psychological climate of perceptions and the behavioral climate of the framework were used as the lens to focus the interviews on participants' perceptions of diversity, equity, and inclusion as part of the campus experience at Skyline College.

Four key research questions guided the review:

- To what extent and in what ways do faculty, staff, and students perceive that diversity, equity, and inclusion on campus are recognized, honored, and appreciated?
- To what extent and in what ways do faculty, staff, and students believe that Skyline College is welcoming and affirming?
- To what extent and in what ways do faculty, staff, and students perceive that policies and institutional practices promote or hinder diversity, equity, and inclusion on campus?
- To what extent and in what ways do faculty, staff, and students express satisfaction with their experiences at Skyline College?
All interviews followed a general format that included 12 questions aligned with the conceptual framework (Appendix C).

All interviewees were informed that their identities would be kept strictly confidential, and that some of their views and perspectives might be captured in the final report. Fifty (50) minutes were allocated for each interview and participation was voluntary. Open door meetings were scheduled on both days to accommodate respondents not invited to the interviews but who wished to share perspectives. The interview schedule appears as Appendix E.

Notetakers were employed in each interview room to record responses from all interviewed.

Dr. Irving Pressley McPhail debriefed with Dr. Jackson via teleconference on March 13, 2020. Drs. Irving and Christine McPhail and Dr. Jackson discussed the study findings, conclusions, and recommendations in detail on April 20, 2020.

Direct quotes from respondents were identified in italics. The direct quotes were not paraphrased (see Yin, 2016, p. 166). Names of persons identified in direct quotes were replaced with [Name Extracted].

Finally, the Review based its conclusions and recommendations on document analysis, the opinions of 29 key campus stakeholders among faculty, staff, administrators, and students, and the expert opinion of the team leaders. The McPhail Group principals have no vested or special interest in Skyline College.
CHAPTER II: OVERVIEW

The first public junior college (community college) was founded as Joliet Junior College in 1901. According to the American Association of Community Colleges (2020), over 41 percent of all undergraduates in the United States attend community colleges. Since their inception, community colleges have been gateways to higher education in America. The mission statements of community colleges reflect the comprehensive nature of these institutions. The priorities of the contemporary community college include general and liberal education, vocational and technical education, developmental education, transfer and continuing education. More than providers of courses for transfer to a baccalaureate program, they offer lifelong learning opportunities, revitalization for the local communities they serve, and economic development.

California has played a pivotal role in the development of community colleges and districts in America. Legislation in California produced some of the earliest community colleges in the country. California reflected the struggle of most other states to coordinate their respective public institutions. Issues of governance, autonomy, funding, and accountability gained greater importance in local and statewide politics. California Community Colleges, the largest community college system in the world, have developed an outstanding reputation for providing students the opportunity to earn certificates or degrees, transfer to a four-year college or university, and to learn the workforce skills for a good career that will help them support themselves and their families. Today, similar to other systems, California Community Colleges are grappling with a number of complex issues—properly assessing readiness for traditional college courses, effectively supporting remedial students, successfully developing job training partnerships with local businesses, absorbing budget cuts, and integrating online learning into the curriculum.

Since the fall of 1970, Skyline College has provided comprehensive educational opportunities for the residents of San Mateo County. Skyline College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). Skyline College is one of the three colleges of the San Mateo County Community College District: Cañada College in Redwood City, College of San Mateo, and Skyline College in San Bruno. The district serves approximately 40,000 people throughout San Mateo County. Throughout its history, Skyline College has followed the innovative and transformational tradition of the California Community College system and has become a pillar in the community, seeking to inspire a global and diverse community of learners to achieve intellectual, cultural, social, economic, and personal fulfillment. The college is proud of its capacity to help students achieve their goals in an affordable and student-centered environment.
Skyline College’s mission, vision, and values statements appear as follows:

**Mission:** To empower and transform a global community of learners.

**Vision:** Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic, and personal fulfillment.

**Value:** Education is the foundation of our democratic society.

Skyline Community College attracts students across six surrounding geographical areas:

<table>
<thead>
<tr>
<th>TABLE 1: Highlights of Fall 2019 Enrollment-Residency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Residency</strong></td>
</tr>
<tr>
<td>Daly City/Colma</td>
</tr>
<tr>
<td>South San Francisco</td>
</tr>
<tr>
<td>San Francisco</td>
</tr>
<tr>
<td>San Bruno/Millbrae</td>
</tr>
<tr>
<td>Another San Mateo County</td>
</tr>
<tr>
<td>Pacifica</td>
</tr>
<tr>
<td>San Mateo</td>
</tr>
</tbody>
</table>

Source: Skyline College Fact Sheet. 2019-20

There are many reasons students are attracted to Skyline College. One faculty member remarked that *they know they will receive a quality education at Skyline College and their education will likely lead to a good job or transfer to the university*. Skyline College is recognized for providing access to high-quality education throughout its service area. Students can choose from over 95 degree and certificate programs to achieve their educational goals in an affordable and supportive environment. Key transfer agreements are set with a wide range of public and private colleges including UC Berkeley, UCLA, UC Davis, and San Francisco State University, making Skyline College a top destination for students working to transfer to a four-year college or university. Skyline College offers 33 Associate Degree programs, 28 Associate Degrees for transfer, 47 Certificate programs, 1 Bachelor’s Degree program, Honors Transfer Program, and different Learning Communities. Skyline College provides a teaching and learning environment characterized by student-centeredness and care and concern on the part of faculty and staff. Throughout our visit, we encountered highly-qualified employees who expressed perspectives that they are making a difference in the lives of the students served by the institution.
The commitment and dedication of the personnel at Skyline College are among the reasons the college is going through a period of transformational change. One employee said,

*In order to serve our students, Skyline College must shift from helping the student to get ready for college to getting the college ready to serve students. These two ideas are not incompatible, but trying to serve both creates tension, unless we learn how to serve that mission.*

Similar to other American community colleges, Skyline College attracts students from diverse backgrounds (see Table 2) and has experienced demographic shifts in enrollment. Skyline College’s annual student population is over 15,000 students. Table 2 shows that these students translate into a wide range of demographics and enrollment patterns. Hispanic/Latino students represent over one-third of the student enrollment at Skyline College followed by White (17.8%) Filipino (17.5), and Asian (17.4%) respectively. The majority of Skyline College students (7,003) are enrolled in face-to-face courses. More students attend evening courses (3,368) than day-time (3,178) courses at Skyline College.

**TABLE 2: FALL 2019 STUDENT DEMOGRAPHICS AND ENROLLMENT**

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic / Latino</td>
<td>32.2%</td>
</tr>
<tr>
<td>White</td>
<td>17.8%</td>
</tr>
<tr>
<td>Filipino</td>
<td>17.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>17.4%</td>
</tr>
<tr>
<td>Multi-Race</td>
<td>7.0%</td>
</tr>
<tr>
<td>Unreported</td>
<td>4.0%</td>
</tr>
<tr>
<td>African American</td>
<td>2.7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1.2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1.1%</td>
</tr>
<tr>
<td>Female</td>
<td>52.3%</td>
</tr>
<tr>
<td>Male</td>
<td>45.7%</td>
</tr>
<tr>
<td>Unreported</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

**Fall 2019 Enrollment**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students (Total Credit Students)</td>
<td>8,802</td>
</tr>
<tr>
<td>First-time students</td>
<td>1,217</td>
</tr>
<tr>
<td>International students</td>
<td>364</td>
</tr>
<tr>
<td>Students in face-to-face courses</td>
<td>7,003</td>
</tr>
<tr>
<td>Students in online courses</td>
<td>3,399</td>
</tr>
<tr>
<td>Students in hybrid courses (online and in-person)</td>
<td>512</td>
</tr>
<tr>
<td>Daytime students</td>
<td>3,178</td>
</tr>
<tr>
<td>Evening students</td>
<td>3,368</td>
</tr>
<tr>
<td>Day and evening students</td>
<td>2,256</td>
</tr>
</tbody>
</table>

Source: Skyline College Fact Sheet, 2019-20
There is evidence of transformational changes taking place at Skyline College in the form of the college’s Meta Majors and work on Guided Pathways, which provide a support infrastructure to ensure that students find a clear pathway through college and meet their educational goals. The Promise Scholars Program has provided individual support for students to succeed at course and program completion. The program has shown such initial promise, that the San Mateo County Community College District (SMCCCD) was awarded a $3 million grant to scale the program across the state. As the only California community college that is recognized as a CUNY ASAP replication site, Skyline College serves as the lead for the program’s expansion. Three colleges—Cuesta College, Lake Tahoe Community College, and Pasadena City College—were identified through an application process to join Cañada College and the College of San Mateo to become part of a cohort of five colleges that will receive structured technical assistance from Skyline College for the implementation of the PSP model.

Skyline launched the Equity Institute, which was set up to change the way the college approached issues of culture, race, gender, and institutional equity. The Institute has already created groundbreaking academies that are training leaders in education and beyond to show up differently. To demonstrate the commitment to the welfare of students and the local community, Skyline established the Free Community Market to address food insecurities. There is particularly strong support for the Free Community Market which operates as a farmer’s market-style distribution system.

Other changes are taking place to improve the teaching and learning environment at Skyline College. For example, as reported in the 2018-19 Skyline College’s Annual Report:

In addition to the work being done with high-impact practices, the college is working to completely redesign the way General Education (GE) courses are organized at the college to contextualize them within the real world. Contextualized General Education provides an opportunity for students to see the connections between their courses and career and make meaning out of the range of courses that they are required to take. Beginning in Fall, teams will work to contextualize GE to two themes – Sustainability and Cultural and Ethnic Diversity – while at the same time, the campus as a whole will work to identify additional themes that are already present in our courses and that are of particular interest to students. Transformative teaching and learning at Skyline College has the potential to create a new
norm for what student-ready instruction looks like in education. This constantly advancing work will continue to shape the future of our institution (p.5).

Time will tell how the recent changes will impact Skyline Community College’s environment overall. Today, the college continues to struggle to meet the teaching and learning challenges created by the Coronavirus and to select a new president. We often learn the most about leadership by observing our leaders in times of crisis. As Skyline College’s leaders continue to provide alternate delivery of instruction and services to its students, they must simultaneously perform two opposing and difficult tasks—prepare and support their employees to take on the challenge and avoid panic among all stakeholders. The key component of the college’s health is leadership.

Leadership has played a significant role in how personnel view the college’s organizational culture. Gradually changing demographics, changes in technology, changes in the external job market, changes in expectations for the nation’s community colleges, national and state transformations, changes in the board of trustees, changes in Skyline’s presidential leadership, and the district chancellor’s departure all combined to bring about a fundamental alteration in the campus climate at Skyline College in what had been seen by some employees to be a comfortable environment characterized by a “we all had voices and we practiced shared governance” approach.

One employee stated it this way:

*I think a lot of things are at odds right now. There’s a lot of hope and desire for what we would like, and we don’t always see that. Some conversations get privileged and others of equal value don’t get privilege... We all want the same thing but there are different interpretations of whether we’re doing that and talk of things not actually playing out on campus... I think that we have been lucky to have strong female leaders, and we assume there’s no issue with genderism, but we do and it’s hard to see them happen at the same time, but they do...*

Our review team has rarely experienced a campus where so many of the individuals being interviewed were afraid to come into the interview room (one of the interview rooms was on the same floor as the senior leadership executives). Some individuals elected to “walk-in” during open interview times to speak to the review team due to fear of putting their names on the interview sheet. In addition, some individuals interested in talking to the review team stood in line on the
first floor rather than coming to the interview room that was on the executive level. Others waited until the executive offices were closed and then sneaked into the building to speak to the review team. Interview participants expressed disappointment, confusion, feelings of being undervalued, and excluded, lately tempered by the appointment of Jannett Jackson as Interim President during the Fall 2020 term.

Jackson was gradually contributing to the stabilization of the “uncertainty” and had inspired hope among some personnel until that was interrupted by the October 15, 2019 Presidential Hiring Public Forum. The meeting was chaired by Interim Chancellor, Michael Claire. According to interview participants, Skyline employees were invited to the Public Forum to discuss the profile for the next president at Skyline College. The Interim Chancellor, Claire, invited the audience to discuss the preferred attributes that they wanted to see in the next president. He also requested the attendees identify major challenges they thought the next president might encounter.

According to the participants, senior-level leadership has taken no action nor provided any follow-up communications to the campus community. Unfortunately, most of the individuals participating in the interviews perceived the silence from administrators to be a pardon or forgiveness for the offense. From the point of the incident, the campus climate conditions appeared to decline rapidly,

The lack of open communication about the incident appear to have outraged employees.

Virtually all of the individuals interviewed agreed that the campus climate issues at Skyline College needed to be addressed. They were hopeful that recommendations from this climate study would be addressed immediately, but most interviewees were skeptical about the leadership at the district and campus following through on the recommendations.
Targets of the lack of confidence included both the campus and district administration. Several individuals insisted, and a number of others agreed, that the administrators were inconsistent in implementing policies and practices and could not be trusted to be fair. The participants’ trust and confidence in the leadership team was exacerbated by the “incident.” Many believe that their voices are not appreciated, and that the environment is not conducive for open communication. Many of the participants appeared confused, frustrated, and disheartened. They sense a lack of respect for shared governance and have high hopes that the new president will be able to provide a sense of direction for the college. One participant made the following comment:

*I feel that every opportunity we had to be pulled in and hear our voice, they (administration) don’t really want to hear it because they already made up their minds, and we can’t call that out because on paper they say all the right things but unspoken value that you don’t speak up when administrators behave badly. I never realized that til that presence wasn’t here and now everyone is showing out who they really are.*

The situation at Skyline College and the San Mateo College District looks a lot like a case book study in a leadership void that has the potential to result in “institutional paralysis.” In many cases, when leadership is in transition, decisions do not get made, and, in some cases, stakeholders have no idea about who is to make them. However, some employees voiced opinions that some of the concerns raised by stakeholders on campus were anecdotal, suggesting that sometimes a one-time problem that caught their attention was cited as evidence of a bigger problem on campus.

In the midst of all of this, however, it is important to note that the fundamental, daily work at Skyline College goes on, and that it is being performed at high levels. The Interim President is experienced, visionary, and respected by faculty, staff, and administrators. According to the
students who were interviewed, Skyline College is a student-centered institution that provides an exemplary teaching and learning environment. One student remarked,

This is a great place to study. I like the teachers and advisors. Another student stated, I could have gone directly from high school to a university, but I did not know it. My teachers here helped me to understand what going to college meant. So, I decided to stay here and then go to the university.

It is noteworthy to mention that in no instance did the review team discover that any of the employees were sharing their discontent with students. Despite the concerns expressed by the participants, it is clear that the employees at Skyline are aware of their fundamental purpose. This implies Skyline College has the means to move forward in creating a healthy campus climate.

The major problems are clearly the leadership transition (void) at the campus and the lack of a shared (common) definition and implementation strategy for equity. Despite the negative fallout from the October 15th “incident,” it can serve as a catalyst for change at Skyline College. The first step in making a change is being aware the climate needs to change, that something is wrong, and that the climate can be better. And, the “incident” served as the wake-up call that there was a larger problem.

The leadership of the campus and the district must be willing to own the outcome and lead the change. Without the leadership stepping up and taking responsibility, the campus climate will not change, and all you end up with is awareness of the problems that exist. Indeed, awareness is imperative, but on its own, awareness will not create a healthy campus climate.
CHAPTER III: CAMPUS GOVERNANCE AND DECISION-MAKING

Fisher and Koch (1996) support three main features of campus governance: 1) those affected by decisions—faculty, staff, and students—should have a voice in their making, 2) administrators should be ex-officio nonvoting members (administrative staff are, in effect, agents of the president), and 3) the president must have final authority.

Three major models of internal campus governance exist: 1) a unicameral senate composed of faculty, and students, 2) a combination of senates, each representing a separate constituency, such as faculty or students, and 3) collective bargaining, which is consistent with, but sharply modifies, the two previous models (Fisher & Koch, 1996, p.138).

The participatory governance model that governs the California Community College System is a legislatively-mandated policy. Skyline College provides a detailed description of the participatory governance on the college’s website:

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 are properly charged and empowered, the members carefully selected, and processes clearly structured. The structures and processes for participatory governance vary according to task.

In order for participatory governance to work, there must exist 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. 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.

https://skylinecollege.edu/participatorygovernance/
The evidence from interviews and anonymous comments to the local newspaper suggest general dissatisfaction with the practice of shared governance at Skyline College.

Where do faculty and staff fit into this picture and what is the role of shared governance? Faculty and staff, through approved procedures, should provide advice to the president on a wide range of academic and financial issues, and other relevant topics that are in the best interest of the campus. It should be firmly understood, however, that campus shared governance groups provide advice and make recommendations. They do not make final decisions on any topic. Only the chancellor and the board may do so.

Nevertheless, the president and the chancellor should heed the advice of faculty on curricular and academic standards issues. Only in unusual circumstances should administrators discard the academic advice of faculty, and, even then, the administrators should discuss the reasons with the faculty and attempt to reach a mutually acceptable compromise. In other areas (e.g., financial policies and procedures), faculty advice should be valued but should not carry the same weight as in the academic arena. Not only will this require stronger communication between existing campus leaders and employee groups, but it will also require the immediate attention of the incoming president – to target these concerns before further damage is done to the overall campus climate.
CHAPTER IV: PERSONNEL POLICIES AND PRACTICES

The San Mateo County Community College District consists of three community colleges that serve more than 31,000 students annually. The Human Resources Department (HR) is one of the most pivotal sectors at SMCCCD by keeping the stakeholders informed about employment policies and practices. Based on the review of the website and related documents, HR appears to be managed strategically. The department provides information and data to help SMCCC uphold the District’s culture and provides stakeholders with invaluable knowledge, personnel, policies, and practices.

The San Mateo Community College District provides professional development to help keep employees current on a continual basis. The District Human Resources Department fosters a welcoming environment as evidenced by the welcoming message from the Interim Chancellor, Mike Claire, and Director of Human Resources, David Feune.

The HR department fosters the District’s culture, regularly updating internal values and regulations, and keeping SMCCCDs commitment to diversity flowing as evidenced by the District’s diversity statement below:

_The San Mateo County Community College District is an Equal Opportunity Employer that seeks to employ individuals who represent the rich diversity of cultures, language groups, and abilities of its surrounding communities._

It’s clear that the HR department is an integral part of the District’s operation; it’s the linchpin for ensuring employees receive accurate and reliable information about personnel policies and practices. Table 3 shows a list of key informational items provided to employees in the SMCCCD District.

**TABLE 3: SMCCCD EMPLOYMENT INFORMATION**

<table>
<thead>
<tr>
<th>Employment Opportunities</th>
<th>Compensation &amp; Health Benefits</th>
<th>Employment Forms</th>
<th>Evaluation Procedures &amp; Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Employee Orientation</td>
<td>Training/Professional Development</td>
<td>Equal Employment Opportunity Committee</td>
<td>Employee Wellness Safety</td>
</tr>
<tr>
<td>Workers’ Compensation</td>
<td>Performance Evaluation</td>
<td>Policies and Procedures</td>
<td>Contact Human Resources</td>
</tr>
<tr>
<td>Bay Area Housing</td>
<td>Leaves of Absence</td>
<td>District Programs</td>
<td>Compensation and Benefits</td>
</tr>
<tr>
<td>Applicant Documents</td>
<td>District Selection Process</td>
<td>Employment Policies</td>
<td>Employee Handbook</td>
</tr>
<tr>
<td>Health Benefits</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We call attention to the information provided by HR because accurate, up-to-date information about personnel practices plays an important role in supporting a healthy organizational culture. Reliable information about policies and practices, at their core, foster informed decision-making, enabling leadership and employees to gain insights into the organization.

It appears that when SMCCCD developed their policies and procedures, steps were taken to consult with all relevant stakeholders. The presentation of the district policies on the HR website ensures that every person in the workplace has access to the policies and procedures and why they need to be implemented effectively. Our review of the HR website revealed that the policies were tailored to the needs of stakeholders, not just extracted from a generic human resource manual. Our review revealed that procedural steps were set out in clear and plain English. The information on the district's website suggested that the district had ways for new and existing employees to be trained and to become familiar with the colleges and policies and procedures, and that existing staff receive appropriate professional development. There was no available information as to whether SMCCCD's employee policies and procedures are systematically reiterated and discussed with employees regularly at the campus level to ensure that employees remain aware of the importance of the policies and procedures. Further, we were presented with no information that documented campus-level administrators were held accountable for ensuring district policies and procedures were being properly implemented at the campus level. We asked participants about their perspectives regarding policies and practices. The following question was posed to each interviewee:

Do you believe current campus policies and practices result in inequitable treatment of individuals from underrepresented groups? Please explain.

We examined participants' responses to this question through the lens of district policies and practices. Our analytical approach allowed us to compare and align participants' comments with the District's policies and procedures. There are two key reasons we used district policies and practices as a framework for reviewing participants' comments about policies and practices: 1) to identify what's working and 2) to identify problem areas. In the remainder of this section of the report, we discuss the participants' comments within the context of the policies. The following policies framed the district's position on diversity, equity, and inclusion and set the expectation for Skyline college: Mission statement (direction of the college), professional ethics, employment policies, Equal employment opportunity, and nondiscrimination policies.
Mission Statement

Preamble

The Colleges of the San Mateo County Community College District, Cañada College, College of San Mateo, and Skyline College, recognizing each individual's right to education, provide the occasions and settings which enable students to develop their minds and their skills, engage their spirits, broaden their understanding of social responsibilities, increase their cultural awareness and realize their individual potential. The District actively participates in the economic, social, and cultural development of San Mateo County. In a richly diverse environment and with increasing awareness of its role in the global community, the District is dedicated to maintaining a climate of academic freedom in which a wide variety of viewpoints is cultivated and shared. The District actively participates in the continuing development of the California Community Colleges as an integral and effective component of the structure of public higher education in the State.

Mission

In an atmosphere of collegiality and shared responsibility, and with the objective of sustaining open access for students and being responsive to community needs, the Colleges of the San Mateo County Community College District will fulfill the following mission with excellence:

Celebrate the community’s rich cultural diversity, reflect this diversity in student enrollment, promote it in its staff, and maintain a campus climate that supports student success.

To fulfill this educational mission, the District is committed to effective institutional research that supports the evaluation and improvement of programs, services, and student outcomes. Shared governance is practiced through processes that are inclusive with regard to information sharing and decision making, and that are respectful of all participants. The District plans, organizes and develops its resources to achieve maximum effectiveness, efficiency, equity, and accountability.

The Mission is evaluated and revised on a regular basis.

Nondiscrimination Board Policy No. 2.19

1. The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

2. The Chancellor shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination. For represented employees, any action taken in response to a complaint under this policy is subject to the provisions of collective bargaining agreements. Upon request by the collective bargaining units, the District will negotiate
any issues related to the complaints or investigations under this policy that are mandatory subjects for bargaining.

Equal Employment Opportunity Board Policy No. 2.20

1. The San Mateo County Community College District is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups and abilities that are represented in its surrounding communities and student body. The Board believes that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, and suitable role models for all students. The District shall demonstrate its commitment to the cultural competence of its employees and students through policies, procedures, training programs, services and activities which promote diversity and mutual respect within the District workforce and student body.

2. The San Mateo County Community College District is an equal opportunity employer that shall provide an educational and work environment in which no person is denied access to, or the benefits of, any program or activity of the District on the basis of ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status.

3. The District shall monitor the success of equal opportunity in its recruitment, selection, retention and promotional policies and procedures by monitoring outcomes to assure no adverse impact against any person or group of individuals, due to ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability.

4. The District will not tolerate discourteous, offensive or abusive conduct or language including jokes, slurs, derogatory comments, or behaviors or language regarding a person’s ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or medical condition relating to other employees, students or the public. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status.
**Professional Ethics Board Policy No. 2.21**

All District employees shall adhere to the highest ethical standards in pursuing the College District’s mission of providing quality educational programs and in managing resources efficiently and effectively. Ethical standards include but are not limited to commitment to the public good, accountability to the public, and commitment beyond the minimum requirements of the law. Each employee group has prepared a distinct Code of Professional Ethics for their respective constituencies, which, as a whole, comprise the Districtwide Policy on Ethical Behavior adopted by the Board.

1. The Board of Trustees, administration, faculty, and classified staff shall act in the best interests of students, the community and the District’s mission over other competing interests and shall foster a work/study environment that values respect, fairness, and integrity and is positive, encouraging, and success-oriented. The College District has adopted policies and practices that protect the rights of individuals (Rules and Regulations 2.12); that protect individuals from unlawful discrimination (2.20) and sexual harassment (2.25)...

**Policies on Equal Employment Opportunity**

1. The San Mateo County Community College District is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups and abilities that are represented in its surrounding communities and student body. The District shall demonstrate its commitment to the cultural competence of its employees and students through policies, procedures, training programs, services and activities which promote diversity and mutual respect within the District workforce and student body, without regard to gender, ethnicity or ability.

2. The San Mateo County Community College District is an equal opportunity employer that shall provide an educational and work environment in which no person is denied access to, or the benefits of, any program or activity of the District on the basis of ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status.

3. The District shall monitor the success of equal opportunity in its recruitment, selection, retention and promotional policies and procedures by monitoring outcomes to assure no adverse impact against any person or group of individuals, due to ethnic group identification, national origin, religion, age, sex, sexual orientation, race, color, or physical or mental ability.
4. The District will not tolerate discourteous, offensive or abusive conduct or language including jokes, slurs, derogatory comments, or behaviors or language regarding a person’s race, color, religion, national origin, age, gender, disability, marital status, sexual orientation or medical condition relating to other employees, students or the public. “Cultural Competence” refers to the skills and ability of individuals to act in a sensitive, inclusive and respectful manner in interactions with persons who are different from themselves.

These key statements from the selected employment policies appeared to be at the core of the discrepancies in practice as identified through the interviews. We presented some comments to demonstrate the perspectives of the interview participants. Analysis of the responses from the participants yielded a wide range of opinions about policies and procedures. Examples of how some participants viewed inconsistencies in policies and practices follow:

**Registration and Admission Process:** One participant stated:

_The registration process is unfair to students. There is a lot of paperwork, for example, we have certain policies that can’t be processed until another signature is received by a dean or professor. Students are sent off with no clear direction or they have to go to building 8 first then come back to another building to get that needed signature. They don’t know where building 8 is and most times they just give up. The admission process has issues for certain policies. They are amenable to where it could be made easier for everybody but its district policy and harder to change within all three campuses. So, it’s a system issue. And, you know we have to have participatory governance, so we have to go to a committee to even think about changing anything. So, it takes a long time to even change a policy; meanwhile, this student over here has given up and gone._

**The Promise Scholars Program:** One participant suggested that there were certain programs on campus such as the popular, Promise Scholars Program that may be missing the mark in responding to the needs of the intended target population. Another participant noted:

_One program in particular is unfair to some students is the Promise Scholars Program for students without financial resources. My issue with that is, what support students get when they complete the program because we set them up to fail. I’m concerned with students after the fact, and I work with students from the program and they are concerned. The program requires students to be full-time. Maybe forcing them to take 12 units isn’t for their best interest of all students._

**Participatory Governance Issues:** A participant observed that there were flaws in the way shared governance was practiced at the institution. The participant noted:
I don't think it's from a lack of trying from the state academic senate. I think that a lot of it changed in 2012 with the student success task force to reform community colleges. Didn't really do much. And then, everyone read Redesigning Community Colleges (one book), and drank the Kool-Aid and was on board after reading one book. And I get it, but I'm sick of building the plane as I fly with no resources. What's happening at the state level is connected and I think our colleges are being encouraged to push aside shared governance to push forward. There's a lot of diversions made and they're heavy on colleges. So yeah, they make decisions without the involvement of faculty in the meaningful construction of equity. We find out information late. And now faculty who speak up are in the position of being obstructionists.

Another participant said:
AB 317-legislation says faculty must be engaged-

More comments about shared governance:
We have tried to restructure the participatory governance and could not get anyone at any campus to get it together. And they trotted out old evaluations, and I wrote an actual one, but it wasn't included in the accreditation because it was revised and not acceptable, and it was untrue. You can't take away people's contributions.

And I will say that this particular college has some players that are very challenging from a faculty perspective, good in their discipline but always think that something is wrong.

It feels like resources are being led into blind programs and we don't know what these divisions do. The deans aren't here and don't ever respond to emails. We don't know who these people are and what they're doing, and there needs to be a restructuring. I feel that every opportunity we had to be pulled in and hear our voice, they don't really want to hear it because they already made up their minds, and we can't call that out because on paper
they say all the right things but unspoken value that you don't speak up when administrators behave badly. I never realized that til that presence wasn't here and now everyone is showing out who they really are.

**Budgeting Process:** A participant made the following observation:  
I would say that inequities in practice exist around budgeting. If you don't have budget transparency it's hard to see an institution's values and goals are. The way it has worked here at Skyline is that each faculty and department asks for their requests. They have to explain why they need new chairs, for example. Then the department submits the request and somehow upper-level administrators rank the request and the individual faculty member or department never see that process works or how any decisions are made. After the ranking, the VPs choose to give their information to the deans and then they budget and were told what they did. We never get information about the process...

**Hiring Practices:** One participant made the following observation about hiring practices:  
The human element needs more focus. For Example, there was a hiring in a particular department. The hiring went through four stages. Candidates that weren't lucky got called in the morning as they walked into their class, but the successful candidate knew over the weekend. No one cares about the human being and them finding out late... The human element is missing, and they aren't seeing the work individuals are doing except when it's to look good for the state.

Another participant commented:  
1000% I think policies are not fair to all. Unfortunately, the culture has been the old friends club, and people are hiring their friends and engaging in inequitable hiring practices and hiring not the most qualified or the best. The way people receive promotions is inequitable. On October 25th, a dean yelled at all of us and targeted only women. Only focusing on race doesn't address gender or sexual orientation and leaves people out...
A participant commented on his personal experiences:

I applied for a job and someone came from the outside and get hired. I see a lot of people moving up and around the district. I think the perception said to me is that it seems a little bit about who you know. And, I feel a position is open, but they already have someone in mind they want, and they keep the opportunity open but not choose those who apply. I asked for a promotion here and was offered a job but didn’t get it, and instead was moved to another office.

Another participant made a comment about what’s missing in the hiring practices, he stated,

There is some missing links in hiring practices. There is a disconnect. Some people feel there’s favoritism with the hiring process, and how we escape that but, when we don’t talk about it openly it makes an issue. People feel left out.

In reference to hiring committees, one participant stated:

We had an untenured faculty on the hiring committee with no experience, and there was no policy against it, and we were talking about it for 2 weeks, but these are not educational policies we should be talking about. I didn’t feel the work-study program was working the way it should, but it has changed slightly over 4 years. Used to have people line up on a day and had students raise their hand if they wanted a job. There are people actually doing their work and addressing policies and issues that celebrate diversity, but we don’t see it because conversations not happening.

Employment practices refer to the patterns that may be observed in an institution’s hiring and workplace conditions. Some of these issues, such as the ones described by the participants in the interview sessions can become serious liabilities if they are not treated carefully. While it is clear the SMCCCD has defined acceptable and unacceptable employment practices, our query reveals that employees have concerns that must be addressed. The SMCCCD regulates its organizational units in accordance with these policies. However, the scope of this study did not cover a deep analysis of the extent to which the district had systematic ways of providing policy compliance assistance to the campus or systematic ways of investigating instances of reported violations of employment policies and practices at the campus level. Any deliberate breaches of policies or procedures must be treated seriously and dealt with immediately and consistently.
CHAPTER V: EMPLOYEE ENGAGEMENT

We queried the interview participants about campus climate; we asked questions about their experience and their engagement. To succeed at understanding the campus climate issues, you must place the spotlight on employee engagement. Gaining employee engagement in diversity, equity, and inclusion initiatives is not an easy task. However, Skyline College has undertaken a series of initiatives to re-engineer the culture and to create a diverse and inclusive workplace. For example, our research revealed that the SMCCCD has adopted mission and policies that encourage and value diversity, equity, and inclusion in the workplace. We asked participants several questions about their engagement with diversity, equity, and inclusion:

1) How often have you made an effort to get to know people from backgrounds different from your own?

Establishing relationships with different cultures is critical to building diverse communities that are powerful enough to achieve a healthy campus climate. And the comments from the participants did not show high levels of effort made by employees to get to know people from different backgrounds.

One participant made the following statement about her efforts to know people from diverse backgrounds. She said:

*I continue to learn about myself... I know I have to be very intentional because I work with students. And, I try to check myself at the door. It's not about discrimination or race, I just know where I work and the population of people I work with. We're in an educational institution here to serve the community.*

Another participant said:

*...we talk about it here at Skyline, but we aren't open in conversations. It can be dangerous because in action it's not as clear the commitment to the issue is here.*

One participant discussed her efforts to get to know people from different backgrounds with this statement:

*I don't reach out to people on a regular basis. Not often enough. I attribute my behavior to the role at the college and being busy. But that is no excuse. I try to be very personable. I will talk and listen, especially LGBTQ... I am not familiar. I show more interest in this group, but I do not wear my pronouns. I want to know more about pronouns.*
Describe your comfort level in stating your thoughts about racial/ethnic issues in class or on campus. On a scale from 1-5.

The responses from the participants suggest that engaging in frank discussions of race and race-based issues are a delicate issue at Skyline College. This question asked participants to examine their own comfort level about stating their thoughts about race (one being low and five being high). The overwhelming majority of the responses were in the 2-3 category, showing that the participants were ill-equipped to talk openly and honestly about their beliefs. However, one participant did describe a comfort level of five:

*High! Omg yeah. Absolutely I am my authentic self. Maybe too much. Too much comfort.*

Participants expressed concurs about fear and lack of trust as being factors that contributed to their low levels of comfort when talking about race. Beyond these immediate concerns expressed in the climate study interviews, the participants’ comments suggest that the lack of comfort people feel about talking about race and identity can complicate diversity, equity and inclusion building efforts.

One participant commented:

*I’m not afraid to talk about race but when you have mixed forums you don’t know who the allies are, and there’s distrust in the air with a missed body language. Then people shut down or don’t speak.*

Another participant made comments about race and gender:

*When you talk about race, generally people will be willing talk whether they’re satisfied with how race is addressed is different. There’s a perception it’s still an issue despite all-female leadership and it’s the dean level where it plays out. There might be a perception from classified staff that race is an issue but I’m not as close to that.*

One participant shared ideas about how to create an environment for talking about race:

*I think there could be the opportunity to create an environment where there can be dialogue no matter the vehicle, just a leading of small forums where people feel safe to speak up.*

Another participant described the situation with this statement: *My comfort level is situational. I don’t trust you anymore. So, I’m not comfortable going back to speak to you about a thing.*
Another participant believed that fear influenced comfort level when talking about race:

I do think I feel the fear of talking about race. I do feel it from people like you can’t say that or are you sure you want to say that. I’m a true believer that I was hired to make a difference. I should be able to express my own opinion and right or wrong I want the opportunity to learn from it. There are stories brought to me, institutional stories that this person was hired because they did the wrong thing and you can be fired too. And, I say I don’t know what happened to that other person and I’m doing the best I can. So, I’m comfortable saying when I notice something.

A couple of participants shared suggestions about setting up different environments to talk about race. The first participant said:

When it comes to students and talking about their diversity and equity, everyone loves to talk about it. But when it comes to talking about each other and other employees it is difficult. I might be able to share with close colleagues who I call my friends. I don’t feel comfortable going out to anyone because I don’t know where they stand or how they feel. In some settings, I wouldn’t bring up the topic because it will open a can of worms and I really don’t know how to have that conversation.

The second participant observed:

I think one of the biggest things is having conversations, a forum or maybe not a forum because of what happened on October 15th. People may not feel comfortable sharing their feelings, but maybe having small meetings around departments and divisions. You probably heard about the article that was written about the chancellor. Some of it is true and some it wasn’t true. The part that was true you can see people are unhappy. They need to now acknowledge it and have conversations because it was never done. People are afraid to talk about these things. I’m glad that you guys are here and there are people coming to talk but again there needs to be more conversations on the campus.

One participant said:

I give myself like a 3½. I want to talk about it [race] and more but I feel I can walk into a room and a certain level of “whiteness” comes with me. I do feel privileged to be born into America, into white skin and speaking English. I hit the lottery.
How often have you engaged in the following at Skyline?

a) Challenged others on issues of discrimination:

Participants offered some varied perspectives on how they challenge others on issues of discrimination.

I haven't really had the opportunity. Some people do come to talk to me in confidentiality. One example, there is this Intercultural center that's now multi-cultural. Basically, a pride center. Some students were protesting about this to {Name Extracted}. I told them you can't give one group their own cultural center and not another. Why are you privileging one group over the other? It's unequitable. So, it appeared that it would be handled but it is some politics somewhere that let it go.

Yes, I challenged others. There was a conversation with a member of the student association, and this is when student themselves get to participate in some of the school committees. So, this student was in the institutional effectiveness committee and we were talking about student learning objectives and student surveys and he made a comment towards Latino students. He said something like, "what if they don't show up to class, what do they expect?" I said, "who?" "Well, all the Latino students." Then he would try to fix it and say, "that is not what I meant. Some of them are really good, they are just as good as me," and he's a white male. So, at that point, I asked him if he realizes what he is saying, and someone interrupts us because again this is the association and they are like "watch what you say." I was able to say, "wait a minute, you are talking about an entire group and that's not what we are here to do...”

I speak out on class issues... I think one thing I have learned is to not be afraid if I have to say, "yeah, I do think Skyline has problems with class (treat people differently because of positions they hold)" or "yeah when you say Latinos explain that to me please because you're speaking to a particular group." Again, putting people into particular groups or under a category is not something I agree with. Look at the person and see what they need instead of, "oh, these people need this." It's with good intentions, I understand that, but I always have an issue with it, and I think I'm pretty vocal about it.
b) Become aware of the biases that affect your thinking.

The majority of the participants acknowledged they had not intentionally examined their own biases. Two participants made the following statements:

**Participant #1 stated**

*I am aware of biases. I’m trying to be more open and I follow the cultural humility model. One bias that I am working on is the way men are treated here in the workplace. Even in a female-run organization, swims in the patriarchy waters. So, it’s how I disrupt that in me to have this relationship with men I have to work with.*

**Participant #1 observed:**

*Controlling my biases is a constant battle. We are challenged every day about our biases. I have them and still do on people I see who are very closed minded. Those that don’t get to know us. I’m biased on people who use religion to justify who we are. I’m biased on my sister who voted for Trump and can’t tell me why.*

We all have biases that reflect blind spots about our behaviors. Examination of interview responses showed that few of the participants had intentionally examined their biases. Since people are less likely to detect bias in themselves than others, steps should be taken to encourage employees to do self-introspection. Empowering employees to become aware of their biases will help Skyline College determine what actions the college can take to help employees manage them and curb behavioral tendencies that might have a negative impact on campus climate.

c) Made an effort to educate others on diversity, equity, or inclusion topics

Based on the comments from the participants, there does not appear to be an expectation that employees are encouraged to educate each on matters of diversity, equity, and inclusion.

*I am always teaching. Yes. I feel as if I’m teaching. I’ve been reflecting at home on turning this training bar around. They call it training and it is lifelong learning. How am I going to get them to see training is just one small tool of it?*

*Yes, students make comments [like] “those people. ‘[If you say], “no stop,” you won’t get others to share. The student stated, “well they are black so they must be poor” ... Told others not to jump on her but asked why did she feel that way? Beliefs come from experiences and family.*

*I have a feeling I do it every day. I’m not perfect. I profess and I live. If you can’t live what you are feeling, then what are you doing? Every student I work with knows where I’m coming from and they know if they are wrong. What you see is what you get.*
Engaging employees in diversity, equity and inclusion discussions are central to building a healthy campus climate. Employees challenging each other, facing their own biases, and educating each other are essential aspects of building strong diversity, equity, and inclusion cultures. Despite the fact that the district and Skyline College have policies, programs, and practices focusing on diversity, equity, and inclusion, the participants' comments showed discomfort engaging in conversations about race. Race has also been an important factor in the way that institutions are designed and the work that they do. Based on participants' comments, race also plays a significant role—either explicitly or implicitly—in the way campus employees interact with each other. The current dialogue on race at Skyline College appears to be constrained and distorted by fear and a host of misperceptions, incomplete understandings, and distrust attitudes. While many of these attitudes may be unspoken college-wide, they have the potential to negatively impact the college's organizational culture.
CHAPTER VI: CAMPUS SECURITY AND SAFETY

In order to have a healthy and inclusive campus climate, students, staff, faculty, and other visitors to campus must feel safe. According to Skyline college’s campus safety documents, Skyline College makes every effort to provide a safe and comfortable environment for students, employees, and visitors. The college encourages individuals to contribute to campus safety and preparedness by becoming informed, staying alert, and using good judgment. A statement on the college’s campus safety site stated:

Individuals are encouraged to report all criminal acts, suspicious activity, and physical hazards on Skyline College property to the Campus Public Safety Office located in Building 6, Room 6106.

Examining the perspectives about campus security and safety was an important part of the campus climate study, especially as Skyline College is in the midst of a comprehensive redesign effort. We used the following questions to query interview participants about perceptions of campus security and safety: In your opinion, does Skyline College offer sufficient security on campus? Do you feel safe?

Since both the SMCCCD and Skyline College are committed to providing its employees and students with a safe and healthy work environment, we provide a list of comments from individuals participating in the interviews.

I do feel safe. We’ve had a shooting here before but even then, I felt like campus was safe.

I think folks make the effort to make it safe. I think there are issues of Wi-Fi and cell reception. If something goes down and I’m in building one, I get no reception and am unaware if there’s an active shooter.

I do feel safe on campus. I feel very safe and I feel the security and from our administrative perspective, we don’t promote so much to where there’s too much going on. I think we treat each other respectfully but to your previous question of promoting activities, no there isn’t a lot of that, and I would like to see it. We naturally fall in our places, but we feel guilty and should probably take advantage of opportunities of different factors we don’t consider. Better guided questions that are more than the basics “tell me about your family” and “where you come from,” but more intentional. If we have to do more than just talk about this that would be something good.
Yes. I feel safe. I'm not cut like that. I feel safe here.

I feel safe. I have heard of others who do not. The library is open on Saturdays too when the campus is isolated... two staff members around instead of just one person on shift. It's a big campus. Should we have more public safety or police officers? Sure. I think that's what we could have more of. I take it for granted that I am safe. I understand that it's still a public place and anything can happen. We are also a public library and we have people from the community who come. I have had to have conversations with the homeless about abusing library's rules that became violent but had to happen. I see it as something dealing with the public.

Yes, most of the time I do. As a woman walking late out anywhere your kind of are like be aware of your surroundings. Luckily, I don't leave here late. During daytime, I feel safe. I drive myself to work. I automatically feel safe arriving at work. Once I was here, we had a lockdown happen with suspicion of someone being near on the mountain with a gun. In the office where I work, I'm aware of the procedures of what to do. We usually get on the radio and start calling divisions to make sure they are safe. Even if it's a power outage. I am a part of the EOC emergency operation center, so I know I have to stay and help in case of an emergency. So, yes, I do feel safe.

There could be more security in the classrooms. Every class should have a telephone. Security escorts to car should be available. The campus is pretty well lit, but it is still dark at night.

No, I do not feel safe. Being an open campus, I think it could be more precautions taken when we are told. I have asked for years for a panic button in the classroom. We are told it's too much money. We go to the health and safety committee. The response is that they don't want our public safety carrying guns. More emphasis should be put on safety. In Building, we had a sexual assault years ago because no one bothered locking music rooms. No guns, no metal detectors but more student involvement in discussion for more security.

No. What has upset me the most is the lack of cell phone reception. If there was an emergency situation, I do not feel safe. I have asked for support. But no one listens.
It is clear that Skyline College has policies that describe the college’s commitment to providing and maintaining a safe and healthy work and educational environment. However, some respondents did not agree. Some stated that requests from employees to improve safety are not given a high priority by the administration. An alternative view would suggest that the administration has not yet developed a transparent feedback system to communicate to employees the action that was taken on their safety concern requests.
CHAPTER VII: RACE, GENDER, AND THE CULTURE OF EVIDENCE

The Review Team was struck by how the discussion of leadership culture, campus governance and decision making, personnel practices and policies, personal engagement, and campus security and safety all centered around the events of October 15, 2019, what we have dubbed “the trigger event” (Chapter II).

There’re apparently a lot of issues about Building 12. That big beautiful building that is up there. So, when the open forum on what you want the next president to look like moved around to the building,

It’s not who we are. It’s not our college. It’s not healthy for anyone. From this point forward is all I can deal with, and disagreements can be had but we don’t personalize it. We have to keep it professional and be held to higher standards when we’re together. If there is a problem, say it. It’s unfortunate but reliving it is destructive and, maybe, that’s nor the right answer, but...

I don’t know that people are not looking for some blood in the water. They want someone or something to be sacrificed.

I’ve never seen that and that level of interaction. From the leadership group, we have never.... I’ve never seen...My thing is that people are who they are, and they play a role, but they show how they are. Of our management group, I’ve never seen anyone do that. I see a good group of people. It’s hard for me to understand and see that happening. I don’t know what to say. I don’t hear that people “gave administrator license.”
But how do we un-sanction behavior now that we’re at this point and has the way you’ve been treated changed since that incident.

That made me feel like I’m not in a safe space because I don’t have tenure and everyone, I would complain to never said anything.

Skyline has been great but never at any point did an un-tenured or tenured faculty stand up.

The conversation was racist and racialized.

For me that was it. The town hall is happening in the context of a leadership vacuum the people found out that the former chancellor is being put chancellor emeritus. There’s already a climate of mistrust, and a vacuum because of scandals all in the timeline of a great initiative.

People don’t get that what’s upsetting people is a false narrative. Various accounts of faculty members telling campus what happened but there was no recording or transcript was crying. Using persona spaces to talk about people and using students to talk about faculty in the paper, and the reason it spread that way is because leadership is not as supportive as before. For me, these people championing this narrative are upset because they want to do what they want. And they are defining equity as everybody is at the table. We talk about equity through a racialized lens.
Stop giving answers and start giving questions and having an inquiry stance and see the data and get facts. The data speaks for itself massive achievement gas happening. Stop placing people in racial groups and in categories they don’t belong. We need people to sit with the data and do an inquiry process to use equity as a tool to resolve those issues and flip the achievement gap to an obligation gap, rather than achieving versus performing. When we do data, we let people see and speak and give solutions to what directly can be done through you. If you don’t let people speak their thoughts, then mentally they are combative. Our administration said, “here’s the problem and here’s the solution, and you’re either with it or against it.” And the administration couldn’t sit with one thing and fix it when others kept bringing up things. Equity has been used to silence critique.

A comment from Citizen & Taxpayer appearing in the September 8, 2019 issue of the Daily Post quotes a statement from [Name Extracted] under the title, Leading to Transgress:

A theory of leadership—a multi-racial, multicultural identified, gender-influenced framework that is informed by leaders

--who are part of or situated closely to the masses of marginalized people of color

--whose primary purpose is to influence allocation of resources in a way that breaks down or transgresses existing systems of power and privilege in the pursuit of social justice.

Leading to liberate, strengthen, and educate. Leading to free the oppressed and to change the racist and sexist structures of power and privilege. Leading to make a difference in the world.

This is transformational leadership, and, as such, can be expected to challenge the traditional governance and decision-making structures of the academy. This vision situates race and gender at the center of the equity agenda for the college.
The evidence from interviews and document review would suggest that the historical traditions of shared governance were not always embraced. Some administrative arrogance around the equity agenda may also have entered the campus culture. Additional concerns around cronyism in personnel practices, absence of transparency in decision-making, etc. have surfaced.

In the current leadership void created by the absence of a campus president and system chancellor, the traditional forces are attempting to fill the void. “The Trigger Event” of October 15, 2019 is more a symptom of the political drama currently underway than the root cause of the drama. 

We will deal more specifically with the idea of equity-mindedness in the Chapter IX. However, the last quote above from a faculty member is spot-on in terms of what should be driving equity programming toward community college transformation: data and the culture of evidence. In the past several decades, community colleges have committed more and more to a “culture of evidence” as a foundation for making decisions and implementing innovations. That requires a culture where people understand, value, and demand fact-based decisions and strategies. Data is key to finding the underlying factors that impede student success. Community colleges must disaggregate the data by race and gender to determine what should be done differently to help students succeed and to address those needs through interventions and policy changes.
CHAPTER VIII: THE STUDENT EXPERIENCE

We interviewed One student was new to the college the other student was in his second year of study. Both students reported that diversity and inclusion was respected and valued at Skyline. The student in his first year of study said, Everybody on the campus makes you feel welcome. They go out of their way to show you what to do. I am okay with that.

Both students reported that they knew where to go to receive assistance with course work and believed that Skyline College faculty members were willing to help them when they needed help.

The second-year student observed:

When I first got out of high school I could have gone to a four-year college, but I did not know it until I got to Skyline. One of my teachers looked into my record. But I just stayed on here at Skyline. I am going to finish here.

The students said they believed that if they were to report a concern of unfair and inequitable treatment, it would be adequately addressed by college officials. Both students suggested that they felt comfortable participating in class and believed that faculty members at Skyline College held equal expectations of them when compared to other students?

The first-year student said:

I don’t think the faculty here care what you look like, man. They want you to learn what you can learn. That’s what I think anyway.

The second-year student made a similar statement:

I don’t think I have paid much attention to what people think cause, they treat you good. So, that’s it. Right?

The students observed that since the classrooms at Skyline College are populated by diverse students, they interact with students from different countries, backgrounds, religions, and sexual orientations on a frequent basis.

In reference to security and safety on campus, the students reported that they felt safe. One student said, But I am a big guy, and nobody is going to mess with me.

The students had high praise for the faculty, staff, and administrators on campus. Neither of the students reported that they had ever observed a Skyline employee mistreat a student.
CHAPTER IX: EQUITY-MINDEDNESS

Equity at Skyline College is a goal that Skyline College is committed to accomplishing. We heard nothing in our dialogue with interview participants to counter this statement. However, it is clear that while the college has established the Equity Institute and developed a series of related documents, training programs, and embedded equity in the college’s strategic plan, how the college is implementing the Equity agenda is not precisely defined. For example, what does the college mean when representatives of the institution talk about equity? Is it workforce representation? outcomes? resource allocation or support services for programs? All of the above? Achieving a college-wide equity concept at Skyline will require the college to look at all of these aspects and more, from both a larger systems perspective and an individual employee perspective.

We examined the participant comments about equity and believe that the comments provide a lens for answering these questions.

One participant stated:

So, when I think about implementing equity for the student population, we do a wonderful job. I would say through my lens and through the district. We are student-centered. The equity lens here could be perceived as by those with a hardline perspective, it’s not being done with an ethic of love. It rolls out to how people feel they are being treated vs how they should be treated. So, much focus is on critical race issues.

Another participant observed:

It’s like equity is used as a weapon instead of as a tool. If you speak up, then you’re wrong. People have been marginalized by equity and are scared because of how they have been treated.

One participant commented:

At Skyline, the Institute can be called the Division of equity and skin color, and that’s the only definition of what we work with on campus. There are a lot of issues with English learning students, and other things. Skyline faculty and administrators know that they know better and should do better but we’re not. Equity hasn’t been officially defined in a certain way, but race and ethnicity has been the top topics, and get all the resources but other issues are not addressed. Not a lot of knowledge or light given to other students who don’t fall in those categories. There’s intersectionality and other things and it’s structured to cater to a certain tone of conversation and leave others out.
There are many different ways that institutions can define equity. We have observed that most institutions typically equate the term with fairness. But, what does equity look like in practice at Skyline College. The participants in the interviews expressed varied perspectives about how the implementation of equity is taking place at Skyline College.

I do not feel like as a woman down here, my voice is being heard.

People are regressing. I think there’s some fairness in that perspective. Very strong cabinet of strong women and I respect many of them. But I think to some extent, there was an almost self-righteous perspective... And. It {environment} hasn’t given people the opportunity to express themselves. One cabinet member said to me that we need a breather and some time to slow down and absorb and explore if this directionally {Equity} is all that it’s cut out to be. I think the Equity Institute, they do great work but I’m not sure the college was brought along to see how it works and people think it’s taken resources but when you look, it stands on its own. But there’s talk around the objective of the Institute.

As far as policies, I would say that the scaffolding is there. I think about everything from the way the college has approached sexual violence, which is a part of this, from a hiring perspective there has been a commitment to race, equity, and inclusion. Would everyone in the college experience that? Probably not but there’s probably work to be done still. I don’t know whether there’s a complete connection and integration around policy from the district to the colleges. Addressing the gap and how it goes both ways.

But the equity committee task was to create a framework to look at 8 different domains. That framework was published in 2011 and lays the foundation on how all initiatives are done here at the college. The campus has done great at championing goals and some levels where there’s assumptions of things, and then there’s others who believe that diversity and equity isn’t an issue and are okay with things as they are. There is a void and at least a quarter of the population sees no value beyond teaching class and going home. They’re aiding but they’re evolving.
While some aspects of the equity concerns expressed by interview participants may need to be addressed at the broader system level, most of the issues must be addressed at the individual and college levels in order to create a more equitable environment for all employees. We believe all employees must practice equity-mindedness. As defined by Bensimon et al. (2007), equity-mindedness refers to a state of thinking and knowing about how systems, policies, cultural norms, and everyday practices that appear to be race-neutral may in fact negatively impact certain individuals and groups. Thus, Equity-Mindedness refers to the perspective or mode of thinking exhibited by practitioners. These practitioners must be willing to take personal and institutional responsibility and critically reassess their own practices. It also requires that practitioners become race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education. https://cue.usc.edu/about/equity/equity-mindedness/

Equity-mindedness is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Equity-mindedness encompasses being (1) race-conscious, (2) institutionally focused, (3) evidence-based, (4) systemically aware, and (5) action-oriented (Bensimon & Malcom, 2012; Center for Urban Education, n.d.; Dowd & Bensimon, 2015). The aforementioned researchers suggest that institutions can create an equity-minded environment by empowering practitioners (administrators, faculty, staff, board members) to evaluate and recognize that their practices may not be working. In the recommendations section of this report, we make a recommendation for Skyline College to consider moving toward a more equity-minded institution.
In Sum

Skyline College is clearly in a state of transition; specifically, the selection of a new president and responding to teaching and learning challenges brought on by the COVID-19 (Coronavirus) pandemic. This health crisis will undoubtedly bring more challenges in weeks to come. But beyond addressing these immediate transitional issues, Skyline College can benefit from reflecting on key issues identified in this Review. An essential step in this direction will be ensuring that institutional leadership is aware of and committed to building an inclusive, supportive campus environment where every member of the faculty, staff, and student body is valued and encouraged to reach his or her highest potential, in service of the institution’s strategic goals.

Our experiences have taught us that creating, encouraging, and valuing diversity, equity, and inclusion in the workplace starts at the executive level. Further, we did not review any documents that provided insights on employees’ opinions about the college’s equity agenda, its importance, and their role in executing the equity agenda. The interim president, Jannett Jackson, in her president’s message said,

*I emphatically believe that “educators and students should never surrender to the status quo.” Skyline College continues to demonstrate that we embrace transformation and our commitment to work together means we can empower and transform the world around us.*

Skyline College is an outstanding institution. Many of the programs at Skyline College are commendable, and, on all accounts, the faculty are recognized as good to outstanding professionals. Building on the distinguished legacy of Skyline College, the time is right to advance the institution to new levels of student success and organizational vitality.
CHAPTER X: CONCLUSIONS AND RECOMMENDATIONS

The following conclusions are drawn from an analysis of findings from the Review. The guiding research questions below are included to provide an indication of how the findings aligned with the four (4) research questions.

The conceptual framework for the interviews was based on two dimensions of Hurtado, Griffin, Arellano, and Cuellar's (2008) four influential aspects of campus climate: 1) psychological climate dimension, and the 2) behavioral dimension. These concepts were used as the lens to focus the interviews on participants’ perceptions of diversity, equity, and inclusion as part of the campus experience at Skyline College.

Conclusions

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Conclusion</th>
<th>Conceptual Framework Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) To what extent and in what ways do faculty, staff, and students perceive that diversity, equity, and inclusion on campus is recognized, honored, and appreciated?</td>
<td>Interview participants acknowledged that Skyline College has some policies that promote diversity, equity, and inclusion. The college has Diversity and Equity embedded in its mission and vision statements. D/E/I is also embedded in the college’s strategic plan. The college has established an equity institute, offers professional development on equity training, though it is struggling to implement equity in a way that all stakeholders feel included. Some employees expressed concerns about lack of respect and civility from administrators.</td>
<td>Behavioral</td>
</tr>
<tr>
<td>2) To what extent and in what ways do faculty, staff, and students believe that Skyline College is welcoming and affirming?</td>
<td>While both students interviewed observed that Skyline College has a welcoming and affirming environment, most of the employees did not. Most felt that their voices were not heard; others characterized the environment as intimidating and fearful.</td>
<td>Psychological</td>
</tr>
</tbody>
</table>
3) To what extent and in what ways do faculty, staff, and students perceive that policies and institutional practices promote or hinder diversity, equity, and inclusion on campus?  

Participants reported the following hindrances to implementing D/E/I at Skyline College:
- Lack of shared understanding of equity practices among all stakeholder groups
- Some employees do not feel safe and perceive that there are no feedback mechanisms to address their concerns about safety and security issues
- Some employees feel there is little accountability for implementing employee personnel policies to address inconsistencies in practices

Recommendations

Few educational issues in community colleges have received more recent attention than the issues surrounding diversity, equity, and inclusion on campus. Not surprisingly, this Review has uncovered evidence of these same concerns.

The Review offers twenty-six (26) recommendations directed to the key stakeholders at the campus and district levels:
The SMCCCD Chancellor

1. Design and execute an accountability plan for the implementation of board policies in the areas of diversity, equity, and civility at Skyline College. (The October 25th incident emphasizes the need for college administrators to understand and execute their responsibility for monitoring and addressing unprofessional behavior displayed by employees at any level of the organization.)

2. Appoint a transition team to assist in defining early operational priorities for the Skyline College president. Research shows that over 40% of new executives fail within 18 months. (See Bradt, Check, & Pedraza, 2011.)

3. Conduct a policy review to ensure that all barriers are removed that may result in inequities for underserved student and employee populations.

The Skyline College President

1. Restore and evaluate a reasonable model for participatory governance at Skyline College. Lead the constituent groups in a process of sharing the expectations of participatory governance at Skyline College.

2. Evaluate the college’s student success agenda to ensure that the college measures equity outcomes for all students. (Disaggregate the data to review achievement disparities among different subpopulations of students.)

3. Determine the reasons why employees feel that Skyline College does not support conversations about race. (This discomfort carries negative effects on the campus climate.)

4. Build a sense of family, and of shared goals among and between all stakeholder groups. To be heard and engaged is deeply desired by faculty, staff, and students. (The new president can quickly demonstrate “caring” by listening well, sending a succinct vision, and setting the tone of inclusiveness, openness, and participatory decision-making.)

5. Lead the effort to create an “evidence-informed” college where research is a tool to be used by faculty, staff, and administrators, and the expectation is that its application can improve student success (See Goldacre, 2018.)


7. Design and implement systems of accountability that ensure the responsible exercise of authority dedicated to the designated leadership positions.
The President’s Cabinet

1. Execute critical decision-making processes at the college that document respect for input from those impacted by decisions. (See Boggs & McPhail, 2020).

2. Create and monitor a safe and comfortable work environment for women that affirms and values their contributions.

3. Lead by example in implementing policies and procedures. (It is crucial that all Skyline College expectations are demonstrated through modeling and leadership at all levels of organization.)

4. Strengthen relationships with classified employees. (There is the perception among some classified employees that their voices do not count. This condition and impression must be evaluated. If true, it should be quickly addressed.)

5. Develop a strategic communication plan and integrate it into the college’s strategic plan. (Effective communication ensures that all members of the college are aware of the plan, its importance, and how they might be impacted.)

6. Lead with the authority in your position. (Executive level and midlevel leaders must find the courage to exercise the power that is inherent in their positions.)

7. Ensure equal access to professional development programs for all college employee groups.

8. Develop a common language for understanding what equity means at Skyline College.

9. Utilize key elements in the effective communication of the equity vision: simplicity; metaphor, analogy, and example; multiple forums; repetition; leadership by example; explanation of seeming inconsistencies; and give-and-take. (See Kotter, 1996. P. 90).

10. Engage the campus community in “courageous conversations” about diversity, equity, and inclusion, including race, to help employees examine personal biases and discover what they need to collectively foster diversity, equity, and inclusion at Skyline College. (See Singleton, 2015).

11. Define the roles of deans. One challenge that often comes when institutions are in the midst of transition is role ambiguity or confusion with respect to the scope of job duties and responsibilities. (Some of the interview participants reported that they were confused about the duties of the deans at Skyline College.)

12. Provide the same outcomes and privileges to both men and women. Having gender equality isn’t just an important issue for women; workplace gender equality is also directly related to the overall economic performance of corporations and, in general, the whole country.
The Executive Director of the Equity Institute

2. Redefine the equity agenda to include student success outcomes based on the principles of equity-mindedness. (See Bensimon et al., 2007; Bensimon & Harris III, 2012). In order to generate college-wide support for equity initiatives, the equity agenda must demonstrate inclusion of all groups.)

The Faculty, Staff, Students, and Community

1. Collaborate and cooperate with the president and the leadership team to rebuild participatory governance around the parameters identified in the legislated mandates.

2. Engage with and encourage students to become active partners in shaping their learning experience. (The more actively engaged students are—with college faculty and staff, with other students, with the subject matter they are studying—the more likely they are to persist in their college studies and to achieve at higher levels.) (See CCSSE, 2020).
SOURCES

APPENDIX A
REVIEW TEAM

Irving Pressley McPhail
Review Team Chair

Brief Biography

Irving Pressley McPhail is Founder and Chief Strategy Officer at The McPhail Group LLC, a global higher education consulting practice. A senior executive in higher education, urban public school administration, and the nonprofit sector, Dr. McPhail was previously the 6th President and Chief Executive Officer at the National Action Council for Minorities in Engineering, Inc. (NACME), Founding Chancellor at The Community College of Baltimore County (CCBC), President at St. Louis Community College at Florissant Valley, and President at LeMoyne-Owen College. He also served as University Provost at Pace University, Vice President and Dean of Academic Affairs at Delaware State University, and Chief Operating Officer at the Baltimore City Public Schools.

Under his leadership, NACME was awarded the 2012 Claire L. Felbinger Award for Diversity and Inclusion from ABET (the Accreditation Board for Engineering and Technology). The Community College of Baltimore County (CCBC) was named one of 12 Vanguard Learning Colleges in the U.S. and Canada in 2000 by the League for Innovation in the Community College; won the Bellwether Award in the category of Planning, Finance and Governance in 2000; and was awarded the PBS O'Banion Prize for Leading the Way to Change in Teaching and Learning in 2003. The Council for Higher Education (CHEA) recognized CCBC for its accomplishments and leadership with its Award for Institutional Progress in Student Learning Outcomes in 2006.

He has held tenured full professorships at Delaware State University, LeMoyne-Owen College, and Pace University, and served as an affiliate or visiting professor at the University of Maryland at College Park, the University of Pennsylvania, Morgan State University, and National American University. Dr. McPhail is presently Professor of Practice at the John E. Roueche Center for Community College Leadership at Kansas State University. Working at the nexus of practice, policy, and research in language, literacy, and culture; postsecondary student success; underrepresented minorities in STEM education and careers; and community college leadership, Dr. McPhail is co-editor of Teaching African American Learners to Read: Perspectives and Practices (International Reading Association), co-author of Success Factors for Minorities in
Engineering (Routledge/Taylor & Francis Group), and author of more than 50 journal articles, chapters, monographs, and technical reports.

Raised in Harlem, Dr. McPhail was educated in the New York City Public Schools and is a graduate of the renowned Stuyvesant High School. He earned a bachelor’s degree in rural sociology at Cornell University and a master’s degree in reading at the Harvard Graduate School of Education. He earned the doctorate in reading/language arts at the University of Pennsylvania as a National Fellowships Fund Fellow. He was awarded the Doctor of Humane Letters Honoris Causa at the 99th Commencement of New Jersey Institute of Technology on May 19, 2015, and the Doctor of Engineering Honoris Causa at the 155th Commencement of Polytechnic Institute of New York University on May 18, 2010. Dr. McPhail was an American Council on Education Fellow in Academic Administration at The Johns Hopkins University, and he completed the Presidents Academy Summer Institute at the American Association of Community Colleges and the Institute for Educational Management at Harvard University. He is a Certified Associate for Emergenetics International, an organizational development company that uses psychometric research and behavioral studies to advise and consult with businesses and individuals on how to assess human capital.

His many awards include The Polytechnic Medal and the 2014 Vision Award from the New York University Polytechnic School of Engineering, the Educator of the Year Award from the University of Pennsylvania Graduate School of Education (2012), the Ira D. and Rubye Hibler Hall Endowed Heritage Lecture Series Award from Langston University (2008), the Management Recognition Award from the National Community College Council for Research and Planning (2004-2005), the Alumni of Color Achievement Award from the Harvard Graduate School of Education (2004), and the Pioneer Award from the National Council on Black American Affairs of the American Association of Community Colleges (2000).

Dr. McPhail is President of the Board of Directors of the Society of Manufacturing Engineers (SME) Education Foundation; and a member of the 50K Coalition Advisory Board, the University of Michigan School of Engineering Diversity/Equity/Inclusion Advisory Council, and the VOICE Gladiator Welding Program Advisory Committee. He is an At-Large Member of the Cornell Mosaic, and Founding Chairman of the Strategic Planning Committee at the historic Shiloh Baptist Church in Harlem, New York.
Christine Johnson McPhail

Brief Biography

Christine Johnson McPhail is President and CEO at the McPhail Group LLC and a nationally recognized thought leader in higher education. She is the Founding Professor and Director of the Community College Leadership Doctoral Program at Morgan State University. Dr. McPhail is the former President of Cypress College in California. She currently serves as Professor of Practice at the John E. Roueche Center for Community College Leadership at Kansas State University. She is a Certified Associate for Emergenetics International, an organizational development company that uses psychometric research and behavioral studies to advise and consult with businesses and individuals on how to assess human capital.

A native of Tyler, Texas, Dr. McPhail is a graduate of the historic Emmett J. Scott High School. She earned the associate degree at Fresno City Community College, the bachelor's degree in social work and the master's degree in counseling at Fresno State University, and the doctorate in higher education with a concentration in community college leadership at the University of Southern California Rossier School of Education.

After multiple decades in higher education, Dr. McPhail served as a leadership coach with Achieving the Dream (2004–2018) with a mission to help leaders shape the teaching and learning environment by engaging, aligning, and inspiring people to act. She has developed proven coaching and consulting methodologies and leadership programs that are now used by numerous institutions to help their leaders drive results.

Dr. McPhail is the recipient of the 2018 Diverse Champions Award from Diverse: Issues in Higher Education, the 2010 AACC National Leadership Award, and the 2008 League of Innovation Terry O'Banion Leadership Award. She served on the Advisory Council for the Community College Survey of Student Engagement (CCSSE) and the National Center for Postsecondary Research at the Community College Research Center.

She served on the board of directors for the American Association of Community Colleges (AACC) and the Council for the Study of Community Colleges. Dr. McPhail has also served as the Affirmative Action Officer for Division J of the American Education Research Association, and on the Editorial Board for the Community College Journal of Research and Practice.

A prolific scholar/practitioner, she is the editor for one of AACC's best-selling publications, Establishing and Sustaining Learning-Centered Community Colleges (2005), co-author of the best-selling book, Practical Leadership in Community Colleges, with Dr. George R. Boggs (2016), author of Leadership Tune-Up: Twelve Steps to Becoming a More Successful
and Innovative Leader (2020), and co-editor of Team Leadership in Community Colleges, with Dr. George R. Boggs (2019). Her latest book, Transformational Change: Becoming an Equity-Centered Higher Education Institution, co-authored with Dr. Kimberly Beatty, is slated for publication in 2020 (Stylus Publishing). In addition to her books, Dr. McPhail is the author of numerous academic journal articles, book chapters, monographs, and technical reports.

Dr. McPhail's research interests lie at the intersection of three fields of higher education: leadership, governance, and learning.
Charie Payne
Notetaker
Brief Biography

Charie Payne was awarded the B.A. in Philosophy, Pre-Law, and Africana Studies; and a Certificate in Social Justice and Social Change at California State University, Fresno in December 2019. She is currently exploring Ph.D. programs in Philosophy, Religion, and African American Studies. Captain of Fresno State’s Championship Barking Bulldogs Debate Team, Charie’s impressive list of awards and leadership experiences also include the Dean’s list, NAACP President, Women’s March Fresno Guest Speaker, Fresno Black Lives Matter Protest Organizer, Delta Sigma Theta Sorority, Inc. Xi Chi Chapter President, African Studies Student Association President, and Sankofa Youth Movement Founder and President. An accomplished philosophy major, Charie participated in the coveted CUSP (Cultivating Underrepresented Students in Philosophy) program at the Pennsylvania State University Department of Philosophy in Winter, Summer, and Fall 2019.
Adjah A. Cruise
Notetaker
Brief Biography

Adjah A. Cruise earned a B.S. in Business Sales and Marketing at Tuskegee University in May 2014. She has been employed for the past five years as Program Assistant for the nonprofit organization, Voice of Including Community Equitably (V.O.I.C.E.). In this role, Adjah leads the marketing, fundraising, recruitment, and budgeting functions for the V.O.I.C.E. Gladiator Apprenticeship Program, an innovative grassroots approach to moving more underrepresented Fresno, CA residents into growing high-tech occupations. Prior to joining V.O.I.C.E., Adjah worked in broadcast journalism. She produced and hosted a variety of shows on the AMPTV Network, and on radio and the internet. Adjah plans to complete graduate study in marketing and communications in the near term.
## APPENDIX B

### INTERVIEW SAMPLE

<table>
<thead>
<tr>
<th>Total No. of Interviewees:</th>
<th>29</th>
</tr>
</thead>
</table>

### Demographic Breakdown:

<table>
<thead>
<tr>
<th>Females:</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males:</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>API:</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American:</td>
<td>4</td>
</tr>
<tr>
<td>White:</td>
<td>12</td>
</tr>
<tr>
<td>Latino:</td>
<td>7</td>
</tr>
<tr>
<td>Other:</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administration:</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>9</td>
</tr>
<tr>
<td>Classified Staff:</td>
<td>8</td>
</tr>
<tr>
<td>Students:</td>
<td>3</td>
</tr>
<tr>
<td>Other:</td>
<td>1</td>
</tr>
</tbody>
</table>
APPENDIX C

INDEX OF MATERIALS USED IN THE REVIEW

SMCCCD Board Policy Statements
- Sexual Assault Education, Prevention, and Reporting (BP 2.29)
- Equal Employment Opportunity (BP 2.20)
- Affirmation of Commitment to Social Justice
- Reaffirmation of Core Values and Principles

SMCCCD Administrative Policy Statements
- Prohibition of Harassment (AP 2.25.1)
- Discrimination and Harassment Investigations (AP 2.29.2)
- Civility and Anti-Bullying (AP 2.24)

SMCCCD Human Resources Policies
1. Policies on Equal Employment and Opportunities
2. Employee Handbook

SMCCCD Website

Skyline College Strategic Plan

Skyline College Public Safety Annual Report
3. The Anatomy of a Transformative Course: Critical Competencies for Student Success Guidebook

4. Counseling in the Era of Equity: Critical Competencies for Student Success Guidebook

Local Media
  - 84 Comments following Mibach article. *Daily Post.*
  - The Skyline View, February 27, 2020.

SMCC Federation of Teachers, AFT Local 1493, AFL-CIO
APPENDIX D

INFORMED CONSENT

Statement to Participants about the Interview Process

Thank you for agreeing to participate in the Institutional Climate Interview. In this interview, we will ask you about your perceptions of Skyline College’s campus climate, your perceptions of how Skyline College supports diversity, equity and inclusion, and your experiences with discrimination and harassment at Skyline College. We are interviewing with faculty, staff, administrators, and students at Skyline College to help the College develop a better understanding of the extent to which your campus climate supports diversity, equity, and inclusion. We have allotted about 50 minutes for each interview. Your participation is voluntary. We sincerely appreciate your cooperation and willingness to provide information that will help us better understand the Skyline Colleges’ campus climate.

We will ask you questions about your perceptions to develop a better sense of the DEI climate on your campus. However, your responses are anonymous. We are an independent higher education firm, and we will only release the information that we collect after your responses have been grouped with the responses of other individuals and groups. Any information that might identify you will be stripped from our report. You may stop participating in the interview at any time or choose not to answer particular questions. If you wish to stop the interview altogether, simply tell the interviewer, and you may leave the interview room.

The information you provide will be used to inform and improve support, policies, and practices at Skyline College and will not be used to investigate specific individuals. Disclosing an incident in the interview does not constitute reporting the incident to your campus administration and will not result in any action, disciplinary or otherwise. Please do not identify anyone by name in your discussion with us. If you must identify anyone by name, their name will be removed before we submit our report.

My name is Dr. Christine Johnson McPhail/ Dr. Irving Pressley of The McPhail Group. One of our associates {Provide name} will take notes during the interview. We have no affiliation with the College. Do you consent to participate in the interview? Please respond "yes" or "no" to indicate that you understand the interview process and agree to participate in the interview.
APPENDIX E
INTERVIEW PROTOCOLS

Employee Interview Questions

1) What is your primary role at the College?
2) How long have you been at the College?
3) How does Skyline College demonstrate that the college values and respects diversity, equity, and inclusion?
4) Do you believe current campus policies and practices result in inequitable treatment of individuals from underrepresented groups?
5) Have you ever experienced any negative situational dealing with race or gender? Describe the incident.
6) In your experience at Skyline College, have you experienced harassment, bullying, or intimidation? Explain.
7) Have you heard discriminatory comments made by members of the following groups: a) Administrative (Senior Leadership), b) Academic and non-academic leaders, c) faculty, d) students?
8) How often have you engaged in the following at Skyline? a) Challenged others, on issues of discrimination, b) become aware of the biases that affect your thinking, and c) made efforts to educate others on diversity, equity and inclusion topics?
9) How often have you made an effort to get to know people from backgrounds different from your own?
10) In your opinion, does Skyline College offer a sufficient amount of security on campus? Do you feel safe?
11) Describe your comfort level in stating your thoughts about racial/ethnic issues in class or on campus.
12) Is there any other information that you would like to provide about diversity, equity, and inclusion at Skyline?
Student Interview Questions

Climate Issues
1) What is your primary program of study at the College?
2) How long have you been a student at the College?
3) Are diversity and inclusion respected and valued in your classes?
4) When you need assistance with course work, do you believe faculty members are willing to help you?
5) Do you feel comfortable participating in class?
6) Do you believe that faculty have equal expectations of you when compared to other students?

Equity
7) Do you believe that if you were to report a concern of unfair and inequitable treatment, it would be adequately addressed?
8) Do you believe that Skyline College adequately supports the learning environment for students with learning differences?
9) How often have you had in-depth conversations?
   a. With someone whose race is different from your own?
   b. With someone from a country other than your own?
   c. With someone whose religion is different from your own?
   d. With someone whose sexual orientation is different from your own?
   e. With someone whose socioeconomic class is different from your own?
10) In your opinion, does Skyline College offer sufficient amount of security on campus? Do you feel safe?
11) Have you ever encouraged others to avoid taking a class from an individual faculty member on campus because you believed that the faculty member would mistreat the student?
12) Is there any other information that you would like to provide about diversity, equity, and inclusion at Skyline?
## APPENDIX F
### INTERVIEW APPOINTMENT SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Wednesday, March 11</th>
<th>Thursday, March 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dr. Christine Johnson McPhail</td>
<td>Dr. Christine Johnson McPhail</td>
</tr>
<tr>
<td></td>
<td>Dr. Irving Pressley McPhail</td>
<td>Dr. Irving Pressley McPhail</td>
</tr>
<tr>
<td>Room</td>
<td>4343</td>
<td>Room 4343</td>
</tr>
<tr>
<td>8:30</td>
<td>Arrive to Campus - Tour of Conference Space</td>
<td>8:30 a.m. Arrive to Campus</td>
</tr>
<tr>
<td>a.m.</td>
<td></td>
<td>9:00</td>
</tr>
<tr>
<td>9:00</td>
<td>Cabinet</td>
<td>10:00</td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td>11:00</td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td>11:00 Open Door Meetings and Working Lunch</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
<td>12:00 Lunch</td>
</tr>
<tr>
<td>1:00</td>
<td></td>
<td>1:00</td>
</tr>
<tr>
<td>2:00</td>
<td></td>
<td>2:00</td>
</tr>
<tr>
<td>3:00</td>
<td></td>
<td>3:00</td>
</tr>
<tr>
<td>4:00</td>
<td>Open Door Meetings</td>
<td>4:00 Debrief with Dr. Jannett Jackson</td>
</tr>
<tr>
<td>5:00</td>
<td></td>
<td>5:00 Depart from Campus</td>
</tr>
<tr>
<td>6:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:30</td>
<td>Departure from Campus</td>
<td></td>
</tr>
</tbody>
</table>