



California Community Colleges

Institutional Effectiveness

Partnership Resource Teams

Summary of Initial Visit

Date of Visit: 10/08/2021

Name of Institution: **Skyline College**

Partnership Resource Team Members: Tammeil Gilkerson (Lead), Bonnie Bilger, Tanisha Burrus, Kris Clark, Scott Hoshida, Alicia Munoz

Area of Focus	Institution's Point Person or Group, If Known	Heard during the Visit: Institutional Activities Underway (Positive Steps Taken or in Progress)	Heard during the Visit: Ideas Expressed by the Institution (Issues, Challenges, Desired Solutions)	Other IEPI Resources Needed?
<p>A. Create Climate Review and Participatory Governance Task Groups to:</p> <ol style="list-style-type: none"> 1) Transform participatory governance to be truly transparent and democratic. 2) Ensure wide engagement and understanding of the participatory governance process. 3) Ensure democratic process and structure is in place to norm participatory governance in perpetuity. 4) Review and revise the compendium and committee structures as we redefine the work. 5) Address the 2020 Climate Review report and implement current recommendations. 	<ul style="list-style-type: none"> • President Melissa Moreno • Management Council • Academic Senate • Classified Senate • Student Government 	<p>1. Participatory Governance:</p> <ol style="list-style-type: none"> a. Skyline has been intentional about reorganizing the participatory governance structure in the last year. A new participatory governance model was adopted in May 2021. b. Governance Council meetings are now public and open to all constituents. Minutes and agendas are posted. c. The College Management Council has been restructured to provide a more equitable voice across campus constituencies. d. The use of the Zoom format for meetings during COVID has provided a wider opportunity for participation across constituencies. Zoom meetings are recorded, making it possible for everyone to view the events of the meeting. e. Procedural reorganization of the Institutional Resources and Budget Committee has made the budget process more transparent for all College stakeholders. f. The Faculty Prioritization process was transparent for the first time, it was open to the campus, and anyone was invited to participate. g. The College is moving towards an organization structure that that encourages the open flow of information across constituencies. The College encourages good listening and cross-group communications along with professional support and safer spaces for conversation. h. The revised organizational structures have provided a better flow of information across committees and allowed for the cross submission of agenda items to all 	<p>1. Participatory Governance</p> <ol style="list-style-type: none"> a. Stakeholders feel new culture is not completely spread throughout the College. Would like to see more faculty, classified professional, and student engagement. b. Stakeholders would like to see the changes pushed even further for even more transparency and opportunity for input. c. There is a desire for a decision-making handbook, which would explain how decisions are made at the various constituencies and lay out procedures to follow, thereby strengthening the new processes. d. There is a desire for more inclusive engagement of students across participatory governance. e. Would like to have a college-wide system of onboarding students to committees to give them the history and skills they need to be successful committee members. f. Would like to be able to include a broader student base and not rely just on ASSC to hear student voices. Need to support students who don't have time to be a part of ASSC. g. There is a desire to reduce the silos of information that have prevented open communication. Need to continue to support the breaking down of these silos and would like to have a means to measure the impact. h. Would like to have a more thorough explanation of each committee's duties and responsibilities within the shared governance model. There is a desire for a better understanding of how a committee works and what the limitations of a given committee are. 	

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	<ul style="list-style-type: none"> • President Melissa Moreno • Climate Review Taskforce 	<p>appropriate bodies. The current processes provide an easy opportunity to present questions and receive answers in a timely fashion.</p> <p>2. Climate Review</p> <ul style="list-style-type: none"> a. The College created a Climate Review Taskforce that included administrators, faculty, and classified professionals to address the issues that resulted from the climate survey. (During summer work, there may also have been a student on the task force). b. The Climate Survey Report (McPhail Report) was released, as was the work of the Climate Review Taskforce. c. This IEPI project was a result of the Climate Review Taskforce's work with the College President. d. There is an understanding that regular climate review is necessary in aligning College goals with the "Peoples' College Initiative." 	<ul style="list-style-type: none"> i. There is a desire to hold departments and programs accountable for equity gaps in curriculum and student engagement. j. There is a desire to effect a deeper change--not just in a project, but a sea-change that becomes integrated everywhere, from the classroom to offices to meetings, and so on. k. There is a desire to improve the website to reflect current processes, procedures, and people. Would like to have the ability to update the webpages in a local office rather than having all updates go through one office. l. Would like to have a structured way to find committee notes and a more regular means of communicating committee activities campus-wide, a newsletter, for instance. <p>2. Climate Review</p> <ul style="list-style-type: none"> a. There is a desire for the College to engage in regular climate review. b. Would like to use regular climate review to inject a civic mindset into the goals of the College. c. There is a desire to evaluate College climate across all constituencies: in the classroom, in offices, in meetings, in the community. 	
<p>B. Antiracism Training and Action</p> <ul style="list-style-type: none"> 1) Launch Intergroup Dialogue learning and a train-the-trainers model. Intergroup Dialogue is a methodology to retrain us in how we engage with each other and how we listen. It serves as a basis and facilitation for difficult and courageous conversations around social justice, racism, and politicized current events. 2) Conduct "dialogues" campus wide on difficult topics to include racism, utilizing an affinity group model. 3) Equity Training: Continue cohort training using our Equity Training Series as a model to address ongoing unconscious and conscious bias, gender discrimination, antiracism and whiteness. 	<ul style="list-style-type: none"> • SEED • Equity Institute • Student Equity and Support Programs Division • District Anti-Racism Council 	<p>1. Antiracism Training</p> <ul style="list-style-type: none"> a. The College has adopted the Intergroup Dialogue model as the basis for its antiracism and equity work. b. The College continues its support of the Equity Training Series, an 8-week series of workshops run through the Student Equity and Support Programs Division and open to all administrators, faculty, and classified professionals. c. The District organized an Anti-Racism Council to address these issues from a district-wide platform. d. The College presented the 2021 Anti-Asian Hate Resolution to the Board. e. The College supports the Equity Institute, including the hiring of a new Executive Director in 2021. <ul style="list-style-type: none"> 1) Equity Academies 2) The Equity Summit e. The Equity Institute is an outward-facing entity, but the Director recognizes the need to serve Skyline, as the College is now involved in a sociological and workplace shift. 	<p>1. Antiracism Training</p> <ul style="list-style-type: none"> a. Need to support education in this area through professional development. Would like to be able to hold someone accountable when they do/say something inappropriate and not be afraid to speak up (fluency, not fear). b. There is a desire for understanding that everyone on the campus is responsible for the work. One participant's observation: Putting a person of color on a committee, we mistakenly think we are being diverse. c. There is a desire for everyone to be involved so the work becomes a cultural value and not a passing project. d. There is a desire to establish a baseline of norms to engage in intergroup dialogue. e. There is a desire to take the work beyond the College to the District level. f. Would like the curriculum to reflect anti-racism and equity issues in a way that is relevant to students. 	

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4) Integrate the Equity Institute internally, to support the college-wide work. 5) Integrate antiracist pedagogical practices into the curriculum and classrooms. 6) Develop a culture of lifelong learning and an action mindset campus wide.			g. Would like to support a culture of "calling in," inviting people to engage in difficult dialogue, and then need to support the discussion. h. There is a desire to establish new norms for language in meetings and on campus. i. Would like to reimagine how we have conversations. j. There is a desire to recognize people for their work. k. Would like to develop ways for Anti-Racism, Equity Institute, and SEED to work efficiently together.	
C. Outcomes Measured through Regular Climate Review Surveys 1) Set a baseline comprehensive climate and antiracism review survey and conduct ongoing annual reviews and reporting to see our trajectory in improvement of the climate and antiracist culture and to identify gaps for follow on work.	<ul style="list-style-type: none"> • President Melissa Moreno • Climate Review Taskforce 	1. Climate Review a. The College understands the importance of institutionalizing the climate review process as a means of infusing a civic mindset into the goals of the College.	1. Climate Review a. There is a desire to find tangible, measurable projects for building equity. b. Would like the climate review to identify failures and then make changes to be able to move forward. Transparency is key.	