Skyline College Comprehensive Diversity Framework Workplan

SEED

VISION # 1) Coordinated resources work with the technology advisory committee supports student and faculty through training, access and assessment. (Technological scholarship: Close the Digital Divide/ Library of the future/ online pathways mirror offline pathways e.g. life map at Valencia college/ Coordination of online use for students and faculty)

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</table>
| 1. Create a resource that facilitates mentoring for staff/faculty/admin to explore technological possibilities in order to bridge the digital divide. | • Faculty Technology Mentors  
• Mitigate the Digital DIVIDE  
• Get a lot smarter about technological possibilities  
• Hire Instructional Designer  
• Flex Day - Technology Trainings  
• Partner with PIO to promote available resources and trainings | • Tech Advisory Committee  
• | | • Smart Classrooms  
• Mandatory Trainings for faculty  
• Instructional Designer for faculty  
• Technological scholarship: Close the Digital Divide-  
• High School- CA complex-  
• Cultural events a. Strong business/industries ties  
• b. Presidents council | • Limited Trainings: web access, SharePoint, itunesU, Banner, Guamail, Degreeworks  
• Lack of Awareness  
• Online Library Resources No Software/Hardware Trainings |
VISION # 1) Coordinated resources work with the technology advisory committee supports student and faculty through training, access and assessment. (Technological scholarship: Close the Digital Divide/ Library of the future/ online pathways mirror offline pathways e.g. life map at Valencia college/ Coordination of online use for students and faculty)

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| transformative Inquiry. | • The center for scholarship for transformative teaching and learning.  
• Online teaching and learning.  
• Global Learner Institute" | | | | |

VISION # 2) An institution devoted to global learning that draws on the collective resources of humanity and provides robust international and multicultural programs, services and initiatives.

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<tr>
<td>3. Expand and integrate international initiatives throughout the college and the community.</td>
<td>• Integrate International initiatives within the campus (i.e., classrooms) &amp; the community</td>
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<td>• Strategy: &quot;Identify funding for staffing and operational needs to establish: • Center for transformative Inquiry. • The center for scholarship for transformative teaching and learning. • Online teaching and learning. • Global Learner Institute&quot;</td>
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<td>Additional programs for specific populations • African/African diaspora center • Change in cultural breadth requirement to open students up to other cultures • Robust ISP (greater than 500 students with residents) • Robust study abroad: students and faculty (global learners institute) • Reactivate the Museum of Tolerance (staff and faculty)</td>
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VISION # 3) A transparent process reflecting the values of skyline college serving our internal and external communities, promoting equity and cultural competency for all students staff and faculty through a lens of social justice and agency.

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| 4. Create and equitable hiring process combined with ongoing capacity building (training) and information resources for faculty staff. | • Training - ongoing to help us with hiring - equity, questions etc.  
• Refine the process of hiring quality faculty and staff (informed externally).  
• Mentoring, hiring fairs for underrepresented community, workshops  
• Grow our own  
• Utilize expertise  
• HR consultant  
• Explore promising processes  
• What are others doing?  
• Expand current advertising and outreach  
• Evaluate training for screening committees  
• Components of hiring that will change as a result: self reflection, communication / recruitment, process, interview experience, evaluation, candidate pool, follow up & follow through | • Faculty / Staff population represents Student population  
• Transparent, intentions, fair process  
• Ongoing evaluation of hiring, recruiting, communication process  
• Identified areas for capacity building  
• Intentional mentoring for success and retention  
• Revised selection processes (hiring, scholarships, etc)  
• Diverse faculty and equitable hiring for part time faculty  
• Platform/process to acknowledge excellence (excellence gram) | • Drop off resume  
• Connect through friends  
• Connect through SFSU  
• Inconsisitent barriers  
• No intentional diverse recruitment  
• Lacking diversity  
• fac/staff population ≠ student population |
VISION # 3) A transparent process reflecting the values of skyline college serving our internal and external communities, promoting equity and cultural competency for all students staff and faculty through a lens of social justice and agency.

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- Mentoring programs for faculty/staff and students
- Very diverse faculty, staff and administrators at skyline college
### VISION # 4) Comprehensive community outreach and access with the promise of retention and success.

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| 6. Engage the community with comprehensive outreach involving students, faculty, staff and alums that establishes mutual connections and partnerships. (i.e., alma mater day, community & family fairs) | • Stronger connections with community (internal / external)  
• Identify strong community partners successfully serving AF. AM. Community for potential partnerships & other under-served population  
• Create a centralized resource so that counselors can coordinate with transfer institutions  
• Create middle college. Pair Skyline faculty with high school faculty  
• Community & family fairs on campus  
• Alma Mater Day  
• Institution support to a comprehensive outreach program  
• Coordinate efforts re: community engagement  
• Identify Funding  
• Create a mission statement  
• Establish an Advisory Board | • Adjunct outreach counselor  
• Financial Aid outreach  
• Departmental outreach  
• ELI outreach  
• CAA  
• Jump Start  
• PEP / Prep for Pep  
• Cosmetology  
• SparkPoint  
• Expanding your Horizons  
• Coop Ed  
• PIO  
• Concurrent Enrollment | | | |

- Outreach office with tech support and fully staffed  
- Standardized marketing materials i.e., viewbook, media, testimonials, website, college outreach, calendar  
- Ongoing training for updates  
- Alumni database listserv  
- In-reach services

| Cultivate a culture of bold leadership that intentionally engages | Model **BOLD** Leadership Engage the 80% Stewardship/ seminars for all employees (year-round) | Senate appropriately engaged  
Staff under engaged ASSC above average | | | |

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VISION # 4) Comprehensive community outreach and access with the promise of retention and success.

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| faculty, staff, and students toward a common vision. | Develop a template process for piloting bold ideas and cultivate a culture for it to flourish  
Work with Academic Senate. Engage deeply in both meta-level and vision and operational, communication standards  
Campus wide forums to develop and articulate a common vision  
Deliberate Integration of common vision into existing processes i.e., IPC, Program Review  
Intentional integration of meaningful student participation in processes and shared governance  
Develop a culture of capturing and applying historical information and utilizing documents  
Develop a template process for piloting bold ideas & cultivate a healthy for it to flourish  
Expand Bold leadership  
Campus wide forums/ retreats / workshops etc. that develop a common vision amongst leaders in all 4 constituencies | | | participatory  
Significant turnover in various levels of leadership  
Bold Leadership present but limited | |
### VISION # 4) Comprehensive community outreach and access with the promise of retention and success.

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| Provide leadership training that leads to seamless transition | • Develop block scheduling and taskforce  
- ILT dev. Modulized scheduling  
- Lit review of promising practices  
- Agendized discussion of curriculum committee  
- Review Flex Day scheduling and processes and work with faculty (to expand)  
• Rethinking the agrarian calendar  
- vary scheduling  
- hyGrid  
- Short courses  
- linked  
• Add more Flex Days back into the schedule as well as incentives for participation (i.e. Food)  
• Reduce policy / procedures barriers  
• Review our organizational structure | • | • | • - Block scheduling (M-Th) (F, S, SU)  
- Modulized Scheduling  
- Expanded Models of short courses  
• Organizational Structure that is responsive and promotes student success  
• Recommendations for Process Modifications | • Traditi onal Sem. Calendar  
• Organizational Structure is traditional - Functional Structure  
• Inconsistent Policy / Processes that create barrier in serving student |
VISION # 4) Comprehensive community outreach and access with the promise of retention and success.

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S
### VISION # 5) A center for transformational inquiry that conducts, facilitates and communicates research toward institutional effectiveness

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<td>8. Cr.</td>
<td>• etc.</td>
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- Strategy: "Identify funding for staffing and operational needs to establish:
  - Center for transformative Inquiry.
  - The center for scholarship for transformative teaching and learning.
  - Online teaching and learning.
  - Global Learner Institute"

### VISION # 6) A multiple points of entry online/offline model for students based on a distributed service online/offline model by staff and faculty. (SKYMAP/Path)

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<td>Strategy: Map educational pathways for students, perform gap analyses of these pathways, and develop SKyPath to</td>
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- Organizational structure that facilitates alignment
- Multiple Point of
### VISION # 6) A multiple points of entry online/offline model for students based on a distributed service online/offline model by staff and faculty. (SKYMAP/Path)

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<td>1. Ensure continuity of institutional support for student success.</td>
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<td>Entry Model</td>
<td>Offline pathways mirror online pathways e.g., Life Map, Info Dashboard, Increased Student Connections</td>
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### VISION # 7) Comprehensive and clearly defined educational pathways that bridge students’ experiences from connection to completion and beyond.

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| 9. Cr. Map educational pathways for students, perform gap analyses of these pathways, and develop SKyPath to ensure continuity of institutional support for student success | • etc. Map process (from student perspective) from recruitment, attaining education goal (Gap Analysis fix) - transfer, CTE, Cert, Athlete, EOPS, DRC, TRiO  
• Mapping Educational pathways  
• Taskforce to create SkyPath  
• Resources to establish  
• Ensure continuity in student services  
• Facilitate student progress  
• Student services in websmart:  
  - Schedule appointments  
  - Degreeworks  
  - Fee payment plan  
  - Financial Aid  
  - CAA's  
  - FYE  
  - PUENTE (special) | | | The six most frequent pathways are identified and codified into 12-unit per semester suggested pathways that are scheduled  
• Significant decrease in undecided first year students  
• Virtual tour of resources | |
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<td>through followup</td>
<td>• Work with IT to create an online one-stop for students to access and schedule appointments for various resources • Implement completion by design framework to identify pathways and gaps • Updated major sheets connected to careers</td>
<td>CTE</td>
<td>section of schedule)</td>
<td>• Major sheets in Websmart • A measurable increase in the use of tech to access student resources Defined Programs for Completion: Middle College College for Working Adults Accelerated Math Path 12 unit pathways for incoming students First Year experiences that goes term to term Expanded student support services (integrated SS/Instruction) Leverage students to facilitate outreach, mentoring, success</td>
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VISION # 8) Holistic, seamlessly integrated guidance, planning, outreach, and instruction, designed and informed by the students’ perspectives.

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<td>• Robust Student Services for guidance, planning and outreach</td>
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<td>• From the student perspective: Student Services and Instruction are seamlessly integrated</td>
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VISION # 9: A fully resourced, staffed, coordinated, integrated center for transformative scholarship, teaching, and learning that is both physical and web-based that positively affects student success.

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<td>11. Create a comprehensive integrated ongoing professional development program that focuses practices that lead toward equitable student success and recognizes and builds on employee accomplishments.</td>
<td>• Identify staffing and operational need to launch and grow and sustain &lt;br&gt;• Secure adequate space &lt;br&gt;• Deal with flexible with Flex &lt;br&gt;• Create web presence: calendar, share sites for scholarship, projects etc.</td>
<td>• PEDAC - PEF &amp; BSI &lt;br&gt;• Faculty &lt;br&gt;• professional development &lt;br&gt;• Flex Days &lt;br&gt;• PIF</td>
<td>• CTI staff - 3-6 grad students &amp; project director and OA &lt;br&gt;• CSTTL staffed, funded, place, facility - FT Director, Program Coord. &lt;br&gt;• Robust Web Presence with resources, etc &lt;br&gt;• Faculty / Staff - orientation &amp; mentorship</td>
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12. Expand professional development opportunities utilizing resources to inform our ideas, actions, benchmarks and promising practices. (formerly best practices) | • Commitment to send 10-15 faculty/yr to our tof state professional conference, or college visits - must bring back to college ideas, actions <br>• "Employee Resources Rush" AKA Club Rush <br>• Mentorship opportunities for all employees "Be one…have one" <br>• Monthly diversity and cultural workshops for all employees and students <br>• Create and integrated professional development program (not extra, part of practice) <br>• Begin - expand SIG's (Student Success) | • "G" Grants <br>• SEED <br>• CSI <br>• EAP <br>• Trustee Grant | • FIGs (30% Fac/Staff) (SIG's) <br>• Active Engagement in "reporting out". Inquiry - podcasts, workshops, forum, & blogs <br>• Equity inclusion more evident in practice | |
VISION # 9: A fully resourced, staffed, coordinated, integrated center for transformative scholarship, teaching, and learning that is both physical and web-based that positively affects student success.

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| • Advisory groups  
• Dev. Fac/Staff orientation F13  
• Develop and continue surveying for needs  
• work with online g.p for workshops etc | | | | | |
| 13. Create a comprehensive integrated ongoing professional development program that focuses practices that lead toward equitable student success and recognizes and builds on employee accomplishments. | • Increasing the use of national and professional organizations for benchmarks and best practices (CTTL)  
• Reprioritization of funding resources Create center for Transformational Inquiry  
• Identify funding for staff needs and operational needs to establish: CT inquiry, CSTTL (teaching and learning), Online T&L, GLI?  
• Identify staffing and operational need to launch and grow and sustain  
• Secure adequate space  
• Deal with flexible with Flex  
• Create web presence: calendar, share sites for scholarship, projects etc. | PEDAC - PEF & BSI  
• Faculty professional development  
• Flex Days  
• PIF | | | • CTI staff - 3-6 grad students & project director and OA  
• CSTTL staffed, funded, place, facility - FT Director, Faculty / Staff - orientation & mentorship Program Coord.  
• Robust Web Presence with resources, etc | • |
| 14. Create a resource that facilitates mentoring for staff/faculty/admin to explore technological | | | | | • |

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VISION # 9: A fully resourced, staffed, coordinated, integrated center for transformative scholarship, teaching, and learning that is both physical and web-based that positively affects student success.

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<td>possibilities in order to bridge the digital divide.</td>
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16.

Expand professional development opportunities utilizing resources to inform our ideas, actions, benchmarks and promising practices. (formerly best practices)

"Identify funding for staffing and operational needs to establish:

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<th>Additional programs for specific populations</th>
<th>Revised selection processes (hiring, scholarships, etc)</th>
<th>Stronger community connections</th>
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<th>Organizational structure that facilitates alignment</th>
<th>Defined Programs for Completion:</th>
<th>Robust Student Services for guidance, planning and outreach</th>
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<td>Diverse faculty and equitable hiring for part time faculty</td>
<td>The Skyline College Promise: $/Placement</td>
<td>Equitable performance for all student groups</td>
<td>Multiple Point of Entry Model</td>
<td>12 unit pathways for incoming students</td>
<td>From the student perspective: Student Services and Instruction are seamlessly integrated</td>
<td>- Scholarship</td>
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<td>- Culture of Inquiry</td>
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<td>- Interdisciplinary (fac &amp; staff)</td>
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<td>- Core/center for info sharing</td>
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<td>- Hub for innovation and bold thinking</td>
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<th>Change in cultural breadth requirement to open students up to other cultures</th>
<th>Platform/process to acknowledge excellence (excellence gram)</th>
<th>Comprehensive strategy from outreach to completion for African American students</th>
<th>Increased number of transfers</th>
<th>Offline pathways mirror online pathways e.g., Life Map</th>
<th>First Year experiences that goes term to term</th>
<th>Center for Transformative Teaching and Learning - Standards for professional development - DIV - Evaluation process to support student services</th>
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<td>Mentoring programs for faculty/staff and students</td>
<td>Reputation</td>
<td>Barometer of Institutional Performance</td>
<td>Info Dashboard</td>
<td>Expanded student support services (intergrated SS/Instruction)</td>
<td>Resources to develop deeper understanding / culture of diversity and equity (web)</td>
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<td>Robust study abroad: students and faculty (global learners institute)</td>
<td>Very diverse faculty, staff and administrators at skyline college</td>
<td>Forums to share SEED research</td>
<td>Increased Student Connections</td>
<td>Leverage students to facilitate outreach, mentoring, success</td>
<td>Center for Transformative Inquiry</td>
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<td>Reactivate the Museum of Tolerance (staff and faculty)</td>
<td>Forums to share SEEED research</td>
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<td>&quot;Inteligent Risk Taking&quot; - Through research inquiry</td>
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Forums to share SEEED research

Higher participation in professional development