Skyline College Leadership Retreat
June 8-9, 2017
Chaminade -Santa Cruz

Thursday June 8, 2017

Time	Event
7:00–9:15 a.m.	Breakfast ………………………….……….…… Sunset Restaurant
9:15–9:30 a.m.	Opening Remarks ……………………………Regina Stanback Stroud
9:30–10:50 a.m.	Leadership Effectiveness – Assessment Results ………Mona Sowiski
10:50–11:00 a.m.	Break
11:00–12:30 a.m.	Leadership Development………………………Regina Stanback Stroud
12:30–1:30 p.m.	Lunch……………………………………………….Sunset Restaurant
1:40–3:00 p.m.	Knowing our Strengths…………………..Eloisa Briones and Cheri Colin
3:00-4:20 p.m.	Showing Up……………………………. Angelica Garcia and Aaron McVean
4:20-4:30 p.m.	Break
4:30–5:30 p.m.	Polishing Our Narrative…………………………………….Cherie Colin
5:30–7:30 p.m.	Salsa Challenge and Dinner

Friday, June 9, 2017

Time	Event
7:00–8:15 a.m.	Breakfast at Sunset Restaurant
8:15–8:45 a.m.	Skyline College Promise Overview…………....………….Angelica Garcia
8:45–10:00 a.m.	Promise Design Teams…....Mary Gutierrez, David Reed, Andrea Vizenor, Ray Hernandez, Joe Morello and Christine Roumbanis.
10:00–10:15 a.m.	Break – Foyer
10:15–12:00 p.m.	Promise Scholars Program…L. Escobar, P. Ly, W. Minnich, R. Morrison
12:00–1:30 p.m.	Lunch – Sunset Restaurant
1:30–2:40 p.m.	Promise Communities of Practice…………….……………Jim Houpis
2:40-3:30 p.m.	Wrap up – Actions Required……………….……Regina Stanback Stroud

LEADERSHIP EFFECTIVENESS RESULTS

Goal

- Create awareness of The Five Dysfunctions of a Team model - Absence of Trust, Fear of Conflict, Lack of Commitment, Avoidance of Accountability and Inattention to Results.

- Build insights, based on the results of the Team Assessment Survey, to enable the Leadership Team to gain a sense of its strengths and areas for improvement.

- Based on the results of the survey, the Leadership Team will engage in an exercise focused on one dimension of effectiveness and identify behaviors that undermine or enhance the ability to be a high performing Leadership Team.

Facilitator: Mona Sowiski

Each of us has been a member of a team, professionally, and in personal endeavors. Teams can be functional and highly effective. They can also be dysfunctional because they are composed of human beings who are fallible and imperfect. This will be an opportunity for the Leadership Team to understand different aspects of team effectiveness utilizing The Five Dysfunctions of a Team Model and to learn the results of the Team Assessment Survey. Survey results will provide a foundation for discussion and future action intended to increase team effectiveness and ultimately, to build a stronger, cohesive Leadership Team.   A highly functioning, cohesive team is a powerful point of differentiation for an organization. Becoming a functional and cohesive team takes effort, courage and discipline.

Description of the activity or exercise

In small groups, the Leadership Team will focus on one dimension of team effectiveness, Accountability. The Leadership Team will identify behaviors or actions that enable the "avoidance of accountability" and propose strategies for improving accountability within the Team

LEADERSHIP DEVELOPMENT

Goal

- Create/Cultivate a leadership development program that reflects Skyline College's vision, leadership standards of excellence and a critical pedagogy framework for implementing institutional change.

Facilitator:

Regina Stanback Stroud

"We will consistently reinforce the College's commitment to social justice, equity and access that requires us to think and act with passion, purpose, and humility, to be intentional and deliberate, and to know when to challenge the status quo." LSOE

In recognition that people in this room have professional ambitions – we come to work every day to do and be our best. Our ambitions vary from becoming more expert at what we are doing to gaining the knowledge, skills and abilities to move up the organizational chart of this college or some other institution.

Description of the activity or exercise

Your team will identify the needed areas of professional development. Once you have done that, group it by need for entry, middle and/or senior administration. Then look at your list and develop a professional development activity or exercise to address the topic. The activity or exercise can range from an hour to a semester long activity.

Be sure to provide the following:
- Description of the activity or exercise
- Group the topics by entry, middle and senior administration
- Group the topics by orientation, navigation and transition
- Identify the goal/outcome of the activity or exercise
- Identify the frequency of the activity or exercise
- Identify the resources needed for the activity or exercise
- Identify how they connect to the standards of excellence
- Your template should include theoretical foundations or what are the assumptions you are making (i.e. team will connect GTGfSS, Inquiry stance, critical culturally relevant practice.) what communications are necessary
- Identify suggested reading (book, article summary)

June 8
1:40 a.m. – 3:00 pm.

KNOWING
OUR STRENGTHS

Goals

- Build awareness of personal styles that enhance the collective work of the team
- Draw on team and individual strengths to ensure a leadership approach that is inclusive, inspirational, supportive and empowering.

Facilitators: Eloisa Briones and Cherie Colin

"We will achieve excellence in an environment that allows for risk, innovation, and creativity. We will give what is seeded time to flourish in order to promote a culture of continuous improvement. We will expect excellence from ourselves and from each other, instilling a sense of optimism even in the face of challenges." LSOE

We all have the opportunity to create an environment where faculty and staff can own the level of engagement and leadership vision for the role of the college in influencing and serving the larger community.

Description of the activity or exercise

How do we view and know each other? Enough about me, let's talk about you. What do you think of me?!! In this exercise we will take each other's' inventory…..in a good way. Your team will consider each team member in the room and identify three strengths for them. On one side of the card, write the three strengths. On the other side of the card, write the person's name. We will then collect the cards, sort them by name, distribute them to the person listed on the back of the card and ask the person to read two strengths listed on the cards.

June 8
3:00 a.m. – 4:20 p.m.

Showing Up!

Goals

- Build a culture of exuberant, proactive vigorous engagement and dialogue.

- Maximize communication opportunities in order to empower managers to own decisions and contribute to the innovation of the college.

Facilitators: Angelica Garcia and Aaron McVean

"We will hold ourselves and each other accountable while simultaneously empowering and supporting each other to achieve excellence." LSOE

This is our opportunity to be deliberate and intentional in our roles as managers and leaders in a way that exchanges ideas and information and empowers each other team.

Description of the activity or exercise

This exercise will set the stage for people to talk about what it looks like when we all show up differently. How do we take the messages out and pass them along? How do we receive and engage information so that it influences decisions? As we meet as a leadership team once a month for about two hours. *How can we rethink that meeting as a greater opportunity to achieve results?*

Each team will have a scenario to discuss and identify the implications for leadership including a communication and follow up plan. The group will consider the issue as it relates to the Five Dysfunctions of a Team – Trust, Commitment, Fear of Conflict, Accountability and Results. The team will then prepare a Management Council agenda item as part of the follow up.

PROMISE DESIGN TEAMS

Goals

The Leadership Team will be able to articulate the who/what/when/how/why of the Skyline College Promise, and explain how its parts come together to form new value uniquely suited to Skyline College strengths.

Mary Gutierrez, David Reed, Andrea Vizenor, Ray Hernandez, Joe Morello and Christine Roumbanis.

"It's essential for Skyline College faculty and staff to understand, believe, and embody the Promise story in order to deliver a new student experience." Rivet and Sparks

Skyline College faculty and leadership are currently undertaking the most significant instructional redesign we will see in our careers: meta-majors, guided pathways and reimagining of general education. This session will ensure that you have critical knowledge of the redesign purpose and process.

You will collaborate in redesign planning and, using the leadership standards of excellence as a framework, consider how your leadership efforts can align with the redesign to ensure that the college serves students best.

Description of the activity or exercise

Teams will review the MMGP Gantt chart

- Provide missing details
- Identify ways to support, collaborate, and align with redesign efforts.

June 9
10:15 a.m. – 12:00 p.m.

Promise Scholars Program

Goals

Develop a common understanding of the components of the Promise that students have accessed – including scholarships, books, and technology and intensive services.

Facilitators:
Luis Escobar
Pearl Ly
Will Minnich
Regina Morrison

This session will result in a deeper understanding of the Scholarship Program, books, and technology component of the Promise. Colleagues will share data on what has been done thus far and what is to come. Information on the broader scholarship efforts by the SMCCCD Board of Trustees will be provided. Additionally, information on external grant resources available for application and already awarded will be shared.

- Scholarships –Skyline College and Trustees Scholarships
- Lending Library, Inclusive Access and OER developments
- Technology and Comprehensive Integrated Technology Strategies
- Intensive Student Services Counseling and Advising Strategies
- Implementation of ASAP (Accelerated Study in Associates Program) and transition to Promise Scholars Program
- Timelines
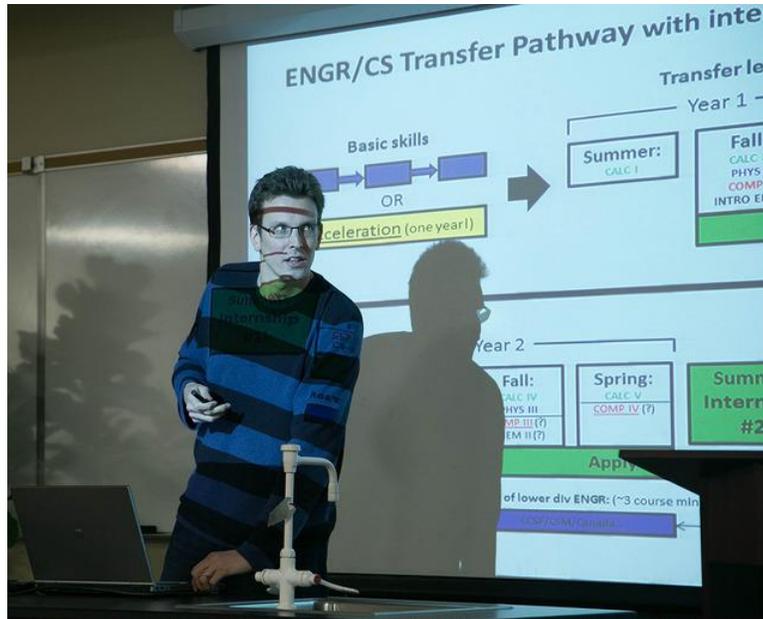- Resources needed to launch and/or scale up

June 9
1:30 a.m. – 2:40 p.m.

COMMUNITIES OF PRACTICE

Goals

- Understand the Communities of practice and determine the implications for leadership.

- Identify issues to be addressed

Facilitator: Jim Houpis

"The objective of each CoP is to provide solutions for improving the experience of faculty and students at Skyline College." CTTL

Communities of Practice (small interdisciplinary teams of faculty, staff, and administrators (6-8) who meet regularly to discuss, strategize, address pedagogy or academia-related problem of mutual interest. are an important part of supporting our community college redesign. In this session, leaders will discuss higher education issues and the need for a multidisciplinary and multi-divisional approach. This session enables leaders to consider the implications for their leadership in the context of the standards of excellence.

Description of the activity or exercise

In teams, please discuss real issues that they potentially would like to work on, and come to an agreement on which issue to pursue. These issues should cut across division, for example, expanding community engagement and volunteering in our surrounding communities. It is important that the issue the group selects supports 1 of the 8 College Goals.

Record on the flip chart, your ideas concerning the chosen topic by responding/completing each of the following 4 sentence;

- Simply defined, your community of practice topic is…
- In the classroom, it looks like…
- Outside of the classroom, it looks like…
- It is best supported by…

Record on a flip chart, successes the College has already achieved that are related to their community of practice topic and challenges they will face in advancing their chosen topic.

Notes_____

Notes_____

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Notes_____

Notes_____

Notes_____

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____