

FINAL DRAFT July 12, 2021

## **Climate Review Task Group Recommendations to the College Governance Council (CGC) Regarding the McPhail Group Report Recommendations**

(Submitted to CGC at the September 2021 meeting, and will be brought for action by CGC at the November 2021 meeting.)

### **Background**

The Climate Review Task Group (CRTG) was formed by CGC to

- Review the [McPhail Group Report](#) and its 26 Recommendations (Chapter X p. 47)
- Assess whether to accept the recommendations
  - If so, which now and which later, given the pandemic
- Assess whether further climate review efforts are needed, such as, engaging an external consultant to conduct a campus wide climate survey
- Bring CRTG recommendations to CGC (CGC then makes recommendations to the College President for final approval and implementation)

### **A: Climate Review Task Group Recommendations to the College Governance Council (CGC) Regarding the McPhail Recommendations to the SMCCCD Chancellor**

The CRTG recommended to CGC that the McPhail Report Recommendations to the SMCCCD Chancellor (McPhail p. 48) be endorsed by the College and forwarded to the Chancellor as written. CGC approved this recommendation on [February 24, 2021](#). President Moreno took those recommendations to the Chancellor.

### **B: Climate Review Task Group Recommendations to the College Governance Council (CGC) Regarding the McPhail Recommendations to the Skyline College President**

The CRTG recommends that the College move forward with all seven (7) recommendations made in the McPhail report to the College President. We have provided some notes/thoughts in italics for each recommendation to help the CGC and the President fully understand the intent behind these recommendations, and to offer suggestions for how these recommendations can be realized.

- 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.**
  - *CRTG recognizes the need of our Participatory Governance model to reflect the values of the Skyline community. We stress the need to hear from all constituency groups before major decision-making. We recognize that the Participatory Governance Task Group (PGTG) is in the process of shifting governance to a more accessible and transparent model. We recommend the President continue to work*

*with the PGTG, using an equity-minded lens to examine the existing committee structure (i.e., term limits, definitions, process).*

**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).**

- *Toward this effort and since the publication of the McPhail Report, the President directed the Planning, Research, and Institutional Effectiveness (PRIE) Office to create dashboards for public and faculty access to customizable data. In addition, our PRIE office has made a number of presentations to help remind the community that it provides a service to our campus for research and data analysis, and is available for customized data projects. Project leaders are tracking our Comprehensive College Redesign/Guided Pathways/Promise Scholars implementation, and continue to assess outcomes for student completion and graduation rates for hyper-marginalized groups. We recommend providing annual status reports on the institutionalization of these efforts, as the redesign project winds down. We also suggest surveying our students annually to determine how the redesign is impacting students and what ongoing support systems for our students are needed to improve retention and completion.*

**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.)**

- *We are interested in deeply understanding the culture and climate of the College, which will help us determine the reasons why employees feel that conversations about race are not supported. The McPhail Group reported that there exists a negative climate at the college. We recognize that everyone is in a different place of understanding. We want to be an institution of interrogation and critical inquiry with a spirit of learning and building awareness. We are working toward all of us understanding that this is a personal journey in finding our own agency in doing this work. We want the campus to engage in ongoing learning and inquiry as opposed to trainings that imply the work ends. We want to ignite an intrinsic urgency to learn to build community, understanding and a common language. As a campus we have invested in learning the pedagogy of Intergroup Dialogue, that has the potential to create a common language to enable dialogue on difficult subjects, including race. We are also hoping for a new sense of collegiality and collaboration among all equity advancing groups-*

**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.)**

- *We suggest increasing togetherness to learn about each other. Can we create the space and time to allow this to happen in an inclusive way? What are we doing to connect people, to get to know each other, and have fun together? How do we build relationships so that we have a deeper understanding of and respect for each other's cultures and ethnicities, to help unroot us from White Supremacy? How do we ground these activities to support implementation of Intergroup Dialogue, as a reflection of our mission and vision and to sustain a culture of shared values?*
- 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 shall improve student success. (See Goldacre, 2018.)**
- *Data Dashboards are a great beginning toward improving access to data, but the other kind of data we need in order to delve deep into climate issues – such as gender bias, microaggressions, etc. is qualitative evidence collected through voice surveys of all groups. The student voice survey in 2018, for example, asked how students have experienced the professors and the classroom. We need evidence-informed longitudinal data working with Academic Senate, other constituent groups, and the Dean of PRIE. As a community, we expect more transparency around data availability, process, and analysis.*
- 6. Execute a transparent budgeting and resource allocation model. (See McPhail, 2005, pp. 155-178).**
- *Along these lines, there was a decision in May, 2021 to bifurcate Strategic Planning Allocation of Resources Committee (SPARC) and Institutional Effectiveness Committee (IEC) which presents an opportunity for SPARC to focus more closely on budgeting and resource allocation in a transparent manner. PRIE and SPARC created an Integrated Planning and Resource Allocation (IPRA) model in furtherance of being transparent about our process. We recommend that the President ensure the model is followed in a transparent manner – and each constituency is accountable to the IPRA model process. We further recommend that the President bring greater transparency to categorical and grant funding by informing SPARC about allocations of these funds. We recommend that the President maintain professional development across all constituency groups as a priority, and that there be a “professional development” constituency committee to ensure equity and transparency. Also, we remind the President that at the center of resource allocation is student success.*
- 7. Design and implement systems of accountability that ensure the responsible exercise of authority dedicated to the designated leadership positions.**
- *We recommend that this item be revisited at the end of Fall 2021, and then annually to review how the “People’s College Initiative” that plans to address ongoing climate review with the ultimate goal to have a sustaining and healthy climate, helps put systems of accountability in place through College Governance*

*Council. We retain these questions to revisit as well: Do our participatory structures and governance committees help with accountability? Are we ensuring transparency and communication? What does accountability look like for all constituencies? Have we enrolled every group into systems of accountability as created by College Governance Council? Are we conducting 360-degree evaluations? Are we setting up Classified Professionals for success, in that their managers wholly support their meaningful participation in the governance process?*

## **C: Climate Review Task Group Recommendations to the College Governance Council (CGC) Regarding the McPhail Recommendations to the President's Cabinet**

### **Preamble**

It is expected that the President's Cabinet will support the President in implementing all the recommendations we made to the President, and the following twelve recommendations are made directly to the Cabinet:

- 1. Execute critical decision-making processes at the college that document respect for input from those impacted by decisions. (See Boggs & McPhail, 2020).**  
*President's Cabinet needs to create a "process" for creating new procedures, and for publishing existing procedures. Complicated processes should have visuals/infographics for support in understanding. President's Cabinet shall follow the participatory governance process when designing new or modifying procedures.*
- 2. Create and monitor a safe and comfortable work environment for women that affirms and values their contributions.**  
*Recognizing that gender bias exists in our community, we are asking for further climate review on this topic. Where are the issues, where are people not feeling safe or comfortable? Is this a gender issue alone? Or are their other marginalized or underrepresented groups impacted by a lack of safety or comfort? We suggest the Cabinet support the College Governance Council in forming a task group to address this issue, in concert with the efforts of the People's College Initiative and moving forward with regular climate reviews.*
- 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).**  
*At Skyline College, we lead using an equity lens, and expect leadership to lead by example in this regard. We suggest our Mission, Vision, and Values are reviewed to include antiracism and equity. We recommend that executive leadership and management engage in regular self-reflection through antiracism and equity trainings – with an expectation of action, and include self-reflection on how we are leading by example in the evaluation process.*

- 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).**

*Classified Professionals are an integral part of the participatory governance process and the recent adoption of the new College Governance Council (CGC) voting structure has affirmed that their voice matters more than ever. It is recommended that the cabinet take measures to meet with the Classified Professionals regularly (in President's Roundtable) and ensure widely accepted understanding of the value of their voice through broad campus wide communication. Caring Campus, Classified Professionals Institute, and Intergroup Dialogue are current examples of new professional development efforts for Classified Professionals. We recommend that the President's Cabinet support deans, managers, and supervisors in supporting (creatively with flexibility) the full participation of Classified Professionals in the participatory governance process, and communicate more about opportunities for participation. Do we need to rethink the times and days of meetings to meet the needs of Classified Professionals, to be more equitable and encourage greater participation?*

- 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).**

*We recommend the development of a strategic communication and marketing plan for the campus, with a focus on the People's College Initiative (addressing participatory governance, equity, antiracism, and climate review) to be integrated into the Educational Master Plan.*

- ~~**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).**~~

~~*We recommend that the leadership be accountable to student needs and the business of the College. The College leadership is expected to empower and support its employees in building positive morale and agency.*~~

- 7. Prioritize ~~Ensure equal~~ equitable access to professional development programs for all college employee groups.**

*In 2020, professional development for all employee groups was declared a "post-pandemic" priority using one-time funds. We recommend that SPARC continue to prioritize allocation of funding to meet the professional development needs long-term. We recommend that professional development for leadership include a focus on employee empowerment. We recommend that the campus revisit its Mission, Vision, and Values to include employee learning as a value, and that professional development be the conduit to learning. We recommend that equitable access to professional development among employee groups is analyzed by the college's equity audit.*

- 8. Develop a common language for understanding what equity means at Skyline College.**  
*The District Antiracism Council has developed a glossary of terms. We recommend that Skyline College adopt and/or align with the glossary of the District's Antiracism Council. There will be a series of talks regarding this common language. We recommend reviewing the glossary of terms promulgated by the Equity Institute and addressing whether alignment and cohesion is warranted.*
- 9. Utilize effective communication in sharing the equity and antiracism vision of the college, using Kotter's effective communication model.**

*The elements of the Kotter model are as follows:*

- 1. Keep communications simple, direct, focused and jargon-free.*
- 2. Use metaphors, analogies, and examples to bring the messages to life.*
- 3. Deliver the message across lots of different forums and vehicles.*
- 4. Repeat. Repeat. Repeat.*
- 5. Lead by example. Behavior is the most powerful way to communicate so walk the talk.*
- 6. Address inconsistencies and communicate with honesty and openness.*
- 7. Listen and be listened to in a two-way endeavor. Solicit feedback and encourage questions, challenges and arguments about the vision and what it means for your organization.*

*We recommend incorporating these elements in our campus wide communications to effectively share the college vision.*

- 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 do to collectively foster diversity, equity, and inclusion at Skyline College. (See Singleton, 2015).**

*We recommend that the college continue with its adoption of the Intergroup Dialogue pedagogy that is currently being implemented as professional development opportunities for all employee groups. Participation is encouraged in various “dialogues” addressing difficult topics.*

- 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).**

*The roles of the deans may not be clear, because of how the Divisions were created – with a perceived lack of informed participatory governance. We recommend that the participatory governance process be followed for any major college change or decision, including the creation of departments and divisions, so that inclusive input is sought from all impacted constituencies, and decisions are brought to College Governance*

*Council for consideration. We also recommend continuing “Deans Town Halls” as a means of campus wide interaction and communication about the roles of the Deans.*

**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.**

*We recommend that College Governance Council creates a Task Group to explore gender equity on campus to gain a better understanding of the underlying issues and make recommendations for action and change.*

Further, the CRTG recommends that the three remaining McPhail Group recommendations listed below be reviewed and addressed as part of the work of the People’s College Initiative.

**Recommendation to the Executive Director of Equity Institute**

- (1) Redefine the equity agenda to include “on behalf of” 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.)

**Recommendation to the Faculty, Staff, Students and the 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).