

Goal 1: Be an antiracist and equitable institution: Draft Strategies and *sample* Activities Already Doing and Proposed Activities

A. Conduct iterative Campus Climate reviews to identify strengths and challenges to inform training and professional development	B. Develop a common language and definitions to strengthen the community dialogue on antiracism and equity issues	C. Build skills and tools needed to incorporate antiracism and equity mindedness into our curriculum, programs and practices	D. Identify and address inequitable structures and procedures that have disproportionate impacts on students and employees	E. Enhance academic curriculum and student programs to strengthen their role in supporting community values of antiracism and equity
<ul style="list-style-type: none"> ▪ Design student and employee surveys centered on antiracism and equity ▪ Promote climate surveys to maximize participation ▪ Disaggregate and study all survey results by gender, race/ethnicity, age and other relevant factors depending on survey questions ▪ Share survey results broadly and create opportunities for community reflection, discussion and response ▪ Use community feedback to create recommendations for action to CGC ▪ Implement changes informed by participatory governance and approved by CGC ▪ Establish a climate review calendar to repeat these activities on an ongoing cycle 	<ul style="list-style-type: none"> ▪ Intergroup Dialogue training series for students, faculty, staff, managers and administrators ▪ People’s College Initiative (PCI) Anti-Racism and Equity Task Group is developing a set of definitions for the College ▪ Equity Institute (EI) Master Class Series ▪ EI Equity Academy for employees ▪ Learning, Equity & Growth Series (LEGS), formerly known as Equity Training Series ▪ Expand student training opportunities on antiracism and equity ▪ Draft and publish a Skyline College commitment statement on antiracism and equity ▪ Develop common language through Intergroup Dialogue ▪ Support FT and PT faculty and classified professional participation in Equity Institute offerings and Intergroup Dialogue training opportunities 	<ul style="list-style-type: none"> ▪ Curriculum Design /CTTL training on how to incorporate antiracism and equitable design into courses ▪ Skill-building opportunities for students to recognize and address microaggressions ▪ Inventory and evaluate equity and antiracism tools used at other higher education institutions ▪ Create or adapt an antiracism and equity rubric to assess internal structures, practices and procedures ▪ Launch EI Equity Academy Level II for employees ▪ Develop new Equity Institute seminars & workshops on identifying and implementing antiracism skills and tools for enhancing equitable practices ▪ Support FT and PT faculty and classified professional participation in equity focused professional development opportunities 	<ul style="list-style-type: none"> ▪ Student Equity Plan includes a review of how existing structures and practices support or impede student success ▪ Exercise Skyline College voice on District Participatory Governance Committee which informs Board policy ▪ The PCI Anti-Racism and Equity Task Group is identifying best practices among Skyline programs doing equity focused internal reviews ▪ Empower the Stewardship for Equity, Equal Employment and Diversity Committee (SEEED) to regularly review College structures, practices and procedures, and bring recommendations to CGC ▪ Examine and address Academic Standards, Academic Integrity, Code of Conduct, Title V and IX procedures, etc. through an equity lens as part of the ACCJC accreditation review process 	<ul style="list-style-type: none"> ▪ Center for Transformative Teaching and Learning (CTTL) faculty workshops and programs ▪ Summer Curriculum Institute for faculty undergoing CPR ▪ Program Review requires faculty and staff to apply critical inquiry using an equity lens and to establish improvement plans ▪ Develop and implement a College-wide Student Equity Plan on a 3-year cycle ▪ Further Curriculum Committee and faculty training on culturally relevant pedagogy ▪ Examine content and focus of general survey classes and make recommendations on how to de-colonize content through Program Review and the Curriculum Committee ▪ Reexamine prerequisites and course requirements for each academic program to root out inequities, via Program Review and the Curriculum Committee