**Educational Master Planning Task Force**

**March 2, 2022**

**MEETING MINUTES**

**Task Force Members Present:** David Eck, Roslind Young, Jeanne Stalker, Jenna French, Alicia Aguirre, Wissem Bennani, Hyla Lacefield, Mira Rubio, Brittney Samora-Delgadillo, Nimsi Garcia

**PRIE**: Karen Engel, Alex Claxton, Isaac Chukwudebe

**Task Force Members Absent**:, Leonor Cabrera, Krystal Martinez, Eddy Harris, Mary Ho, Allison Hughes

Task Force Members were welcomed by the Tri-Chairs of the Task Force (Eck, Young, Engel).

Tri Chairs presented the minutes of the previous meeting and members confirmed their accuracy (consensus). David Eck reviewed today’s meeting agenda.

Roz led the group in a review of the SCUP training on how to craft good goasl, strategies, and tactics. Goals should be outcomes, results, or states of being (no verbs); while strategies are the actions (verbs) one takes to achieve the future state (result). Tactics are reserved for the Annual Plan (developed annually during the summer leadership retreat – as circumstances and the details of “how” we achieve our goals might shift). For our EMP will include goals and strategies for achieving them. Roz emphasized the value of using the SMARTE (specific, measurable, assignable, realistic, time-bound, and equity-minded) approach to construct goal statements.

David initiated a discussion of the previous EMP’s goals, describing them as ‘broad’ and ‘slanted towards verbs as opposed to states of being.’ Karen appealed for input from the participants present during the creation of the previous EMP. Alicia described a thoughtful process leading to what she considered the best goals at that time. Jeanne agreed that the preceding EMP was the best at the time and highlighted the influence of state policies, including AB 705 and SSSP.

Dean Engel shared data on the execution of the previous EMP obtained from polling a fraction of the task force in spring 2021. She noted feedback indicating moderate progress achieving the first two goals and the least movement with the last goal. According to Dean Engel, splitting the last goal into two was worth considering, particularly in consideration of the updated District goals.

David updated meeting participants of the most recent District goals. Dean Engel noted similarities between Cañada’s goals and those of the District. Jeanne expressed concern for resource availability at Cañada due to expiring grants, exhaustion of COVID-related funds, and possible declines in revenue from property taxes. Alicia described a trend of increasing revenue from property taxation.

Dean Engel drew attention to other college goals related to accreditation, equity, and enrollment.

David proposed the commencement of work on the new EMP goals. Dean Engel enquired about opinions on the preferred approach to drafting new goals. Hyla endorsed the idea of modifying the old college goals due to their alignment with the district goals. Jeanne expressed the view that the COVID pandemic’s impact on society was essential to consider during drafting. Alicia advocated using stronger language corresponding with the degree of the societal crises of enrollment, education, and mental health. Dean Engel reiterated her support for a revision splitting the third goal of the old EMP into one sphere focused on human relationships and another dedicated to the management of infrastructure. Hyla agreed with Dean Engel’s idea and suggested considering innovation and adaptation to the accelerated use of digital technology due to the pandemic.

Meeting participants split into four breakout rooms and created new draft goals, working in a Google doc. The notes from the breakout group discussions are:

# Draft Goals - EMP Planning Meeting (March 2)

**Goal: A broad, general statement of intended outcomes or results**

**Smart(e) Goals**

**Specific**:  clearly define the intended outcome

**Measurable**:  the goal can be quantified

**Assignable**: a person, department or committee could be given responsibility for the goal

**Realistic**:  It can be achieve with an institution’s resources and in the amount of time indicated

**Timebound**:  identifies when the goal will be completed

**Equity-minded**: addresses the college’s obligation to close equity gaps in student outcomes and address bias in college culture and climate

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Existing EMP Goals

**1 - Student Completion/Success**

Provide relevant educational and student services programs that highlight inclusivity, diversity, equity and antiracism in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

**Revised: Students will have access to relevant and targeted educational and student services programs that highlight inclusivity, diversity, equity and antiracism in their mission to empower students as they meet their unique educational goals and that eliminate institutional barriers to success as well as contributing to financial stability of students.**

## Breakout 1 - Student Completion/Success

Dr. Wissem - shared slide with the formula “financial aid/support? + mental health + support network = educational success”

* Is the general language a reflection of our current campus culture?
* “Logistical and financial barriers” - not addressing anti-racism, missing “access” & more
* Should be able to measure big picture terms
* Diversity = representation, well defined. Should elevate & highlight that services & programs should be anti-racist
* What does “logistical barriers” allude to? -> registration process (where we lose students)
	+ Ex: going out to community to fill out ESL
	+ Putting onus/responsibility of resolving barriers as an institution rather than putting it on students
	+ [Minding the Obligation Gap Summer Learning Institute Webinar #1](https://www.youtube.com/watch?v=O3DrQZ_3eCM) - Re: Minding the Obligation Gap
* Change “minimize” because it implies we are ok with the barriers
* After “provide” add “relevant educational and student services..” -> our services are relevant to student needs (targeted & relevant)
* Rethink and rework: “and minimize logistical and financial barriers to success”
* How do the two parts of the statement align? -> add anti-racism & access

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**1 - Student Completion/Success**

Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

**2 - Community Connections**

Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.

**3 - Organizational Development**

Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

## Breakout 2 - Community Connections

**Cañada College has strong, well-defined partnerships with other educational institutions (K-12 and 4-year), employers, governments and community based organizations that result in seamless connections for students from high school to college, from college to university, and from higher education to career.**

– Dean Engel drafted this as no one else chose this breakout group. She shared out with the larger group during the share out.

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## **Breakout 3** - Institutional Learning, Anti-racism, Campus Culture and Climate, Human Relationships, Hybrid Modes of work and learning, Planning how to train and integrate new technologies, Sense of belonging within college

College community that maximizes students’ sense of belonging.

College community

Integrate technologies that support different elements of our campus.

Intentional and pro-active use of technologies that optimize the different needs and kinds of events.

Intentional and pro-active use of technologies that maximize the range and depth of our college communities.

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Design based on listening to our students, building for student needs

 Range of communities

[Measure: A campus that isn’t dominated by one form of engagement (whether in-person, zoom, etc.).]

College forums, governance structures that enable greater participation of college community

 Greater engagement that promotes greater democraticization without sacrificing connection of in-person interactions.

 Experiment with different virtual mediums that might enable greater engagement that zoom-style meetings/forums

 Some types of events seem to be better as in-person events, such as Club Rush.

 Goal: tailor events’ medium to what makes sense for the event. (Democratic access and participation versus building new relationships/strengthening existing relationships)

Disrupt power status quo power structures, such as white supremacist structures

College in which there is robust discussions that involve conflicting perspectives

Nurturing norms of sincere, robust, and constructive criticism.

Process of integrating robust feedback -- demonstrating that a viewpoint is understood and has been earnestly considered, even if not followed.

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## Breakout 4 - Resource Management, Facilities, Infratstructure, Innovate in Planning for Future of Higher Education, ~~Innovation as integrated into College’s Policy and Governance~~ , Technology resources and infrastructure, Plan for how to explore new technologies,

**The College financial resources and physical infrastructure (facilities, technology, transportation) needed to support educational excellence at Cañada College are well-managed and accessible to all members of the community.**

Dean Engel drafted this goal on her own as no one selected this breakout. She shared out this draft when the TF reconvened.
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After the breakout groups closed and the TF reconvened, Task Force members indicated the need for time to continue their work on goals and the Tri-Chairs assured them there would be time during the upcoming EMP Retreat on March 11 to do so.

David invited interested participants to prepare for the retreat at a meeting slated for Friday at 2 pm. Next, Dean Engel clarified an intention to conclude the initial drafting of the EMP goals and strategies at the retreat. Finally, Dean Engel specified that the retreat would be in-person with the option for online participation.