



Anti-Racism Framework & Annual (operational) Plan for 2020-21

Proposed to the Planning and Budgeting Council (PBC)

on

September 2, 2020

DRAFT

Things to Keep in Mind: Anti-Racism at Cañada College

Why?

A framework to address centuries of race-based violence and oppression and begin to address them at an institutional and cultural level.

How?

The College (via PBC) informs the framework for Anti-Racism in such a way that it can be applied to all of our work – including setting new or making changes to our existing strategic priorities.

For example, “Promoting a campus culture that fosters a climate of inclusivity” may change to something more aligned to address anti-Blackness and oppression.

Developing the Anti-Racist Framework

- Campus-wide Critical Conversations on Race
 - June 8, June 24, July 22, 2020
- Leadership Retreat
 - August 12 & 13, 2020
- Flex Day Discussion on Anti-Racism
 - August 18, 2020
- PBC Discussions
 - September 2 and September 16, 2020
- Open Forum: Feedback on the draft Anti-Racism Framework
 - September 4, 2020 1:30 – 3:00 p.m.
- Planning Council feedback (IPC and SSPC) – September, 2020





Anti-Racist Framework

Draft as of August 30, 2020

Definitions

Racism: Historically rooted system of power hierarchies based on race—infused in our institutions, policies and culture—that benefit White people and hurt people of color. Racism isn't limited to individual acts of prejudice, either deliberate or accidental. Rather, the most damaging racism is built into systems and institutions that shape our lives. Most coverage of race and racism is not “systemically aware,” meaning that it either focuses on racism at the level of individuals’ speech or actions, individual-level racism, dismisses systemic racism, or refers to racism in the past tense. - - [Race Reporting Guide, Race Forward. The Center for Racial Justice Innovation, 2015](#)

Antiracist: One who is supporting an antiracist policy through their actions or expressing an antiracist idea...*To be antiracist is a radical choice in the face of history, requiring a radical reorientation of our consciousness.*

- Ibram X. Kendi, *How to be an Antiracist*

Commitments

We are Cañada College - a community of scholars and practitioners. As a collective and as individuals we commit to:

- ◇ Critically examine our behaviors and college practices for the conscious and unconscious ways in which we contribute to systemic racism;
- ◇ Uplift stories and data about the impact of anti-Blackness, oppression, poverty, and racism in our communities;
- ◇ Re-imagine and build a community of learning and service based in anti-racism, social justice, and liberation.

We welcome and invite these commitments as essential components of an anti-racist and socially-just community for the students we serve, the community where we work, and the world we live in.

Areas of Impact:

- Hiring and Retention of Diverse Employees
- Teaching and Learning with students
- Support Services and Resources
- Structures, Facilities, and Community Space(s)
- College Mission, Vision, Values

Recommendation: **Who, when, where**

- Ask all **Planning Councils, Senates, and college-wide planning Committees** to apply this Framework to their efforts and report back in various settings (Flex Day, PBC meetings, etc) on their progress
- Set significant portions of **Flex Days** in October, January, and March to do and share out our work applying this Framework this year
- Set time aside in **Division Meetings** for faculty to help collaboratively design and share promising practices on anti-racism in their pedagogy
- **Interest Area Groups** and **Success Teams** apply this Framework

Recommendation: **Anti-Racism Task Force**

Duration

- September 2020 – March 2021

Scope of Work

- Ensure Councils, Committees, Senates, and Guided Pathways groups apply this Framework
- Provide expertise and resources to those applying the Framework to their work
- Help organize and lead Flex Day sessions: October, January, March
- Evaluate progress

Proposed Membership

- 2 administrators, 2 faculty, 2 classified staff, 2 students + a possible external Anti-Racism Consultant

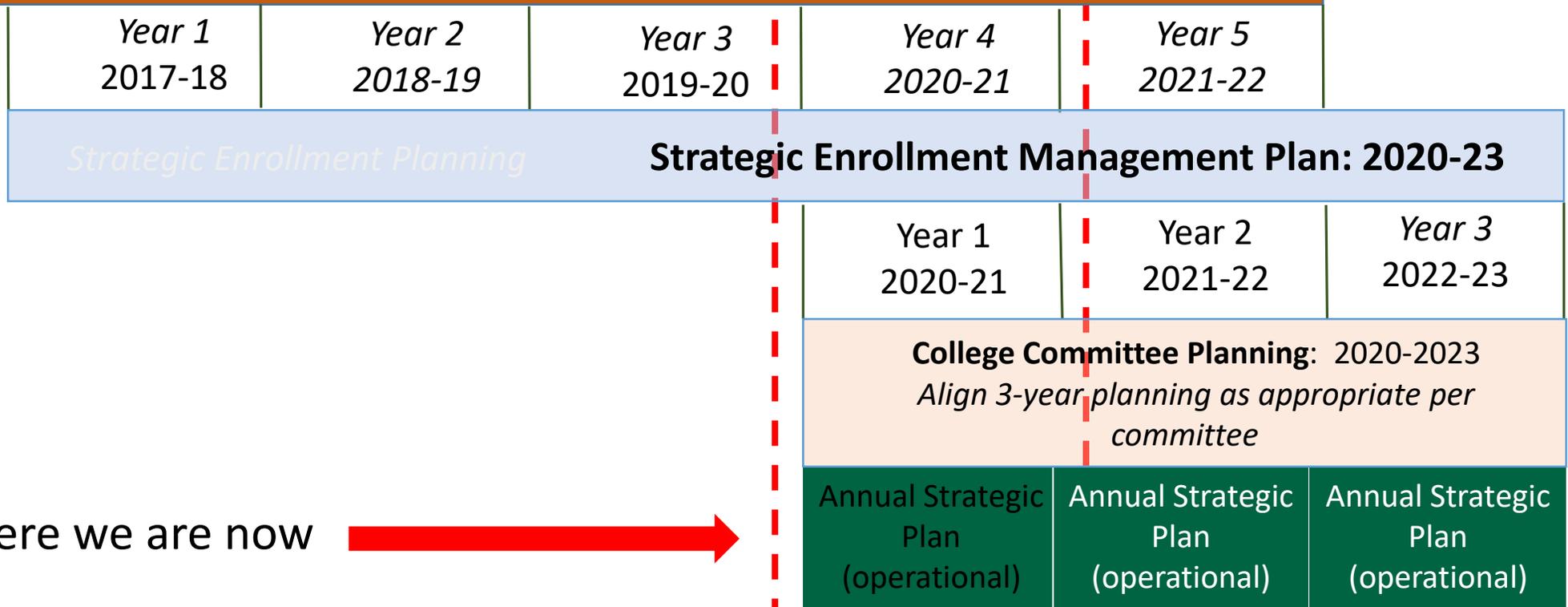
Leadership Retreat

- Discussed an **Anti-Racist Framework**
- Applied it as part of the College's response to the COVID-19 pandemic and to setting priorities and shaping an **operational plan for 2020-21**

August 12 & 13
2020



Education Master Plan: 2017-2022



Where we are now



Process for selecting and shaping
priorities for 2020-21



Education Master
Plan (EMP)

College Goal #1: Student Completion/Success

Develop Clear Pathways

Improve Student Completion

Implement Promise Scholars Program

Expand Cohort Bridge Programs

College Goal #2: Community Connections

K-12 & Adult School Partnerships

Connect Students with Internships and Mentorships

Create an Alumni Network

Build Relationships with Employers

Enhance Marketing

Hold on-campus events

Partner with 4-year Colleges and Universities

College Goal #3: Organizational Development

Implement Professional Learning Plan

Implement Guided Pathways

Create Process for Innovation

Promote a Climate of Inclusivity

Institutionalize Effective Structures to Reduce Obligation Gaps

Update the Facilities Master Plan



17 strategic initiatives

Education Master Plan (EMP)



Considering COVID-19



2020-21 Strategic Priorities

College Goal #1: Student Completion/Success

Develop Clear Pathways

Improve Student Completion

Implement Promise Scholars Program

Expand Cohort Bridge Programs

College Goal #2: Community Connections

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College Goal #3: Organizational Development

Implement Professional Learning Plan

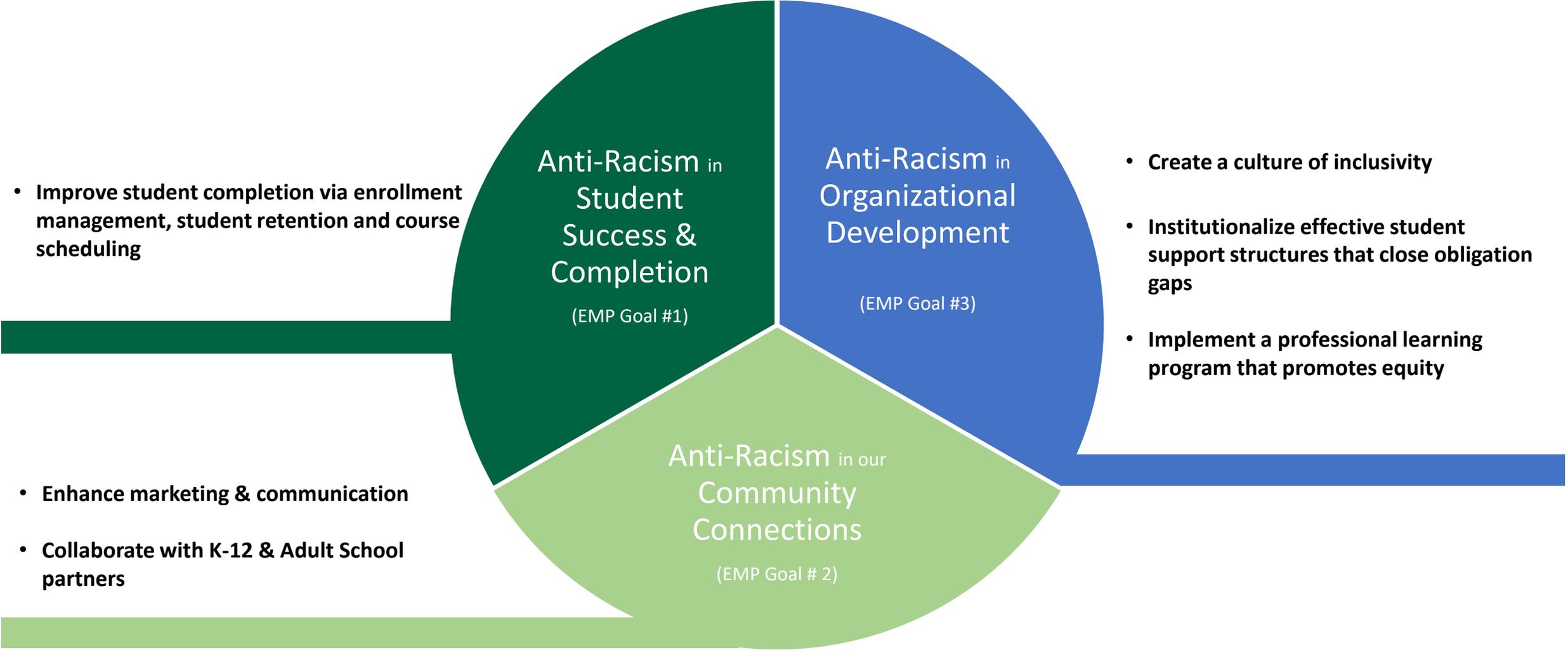
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**College Strategic Priorities in 2020-21
with input from Leadership Retreat**



Improve student completion via enrollment management, student retention and course scheduling

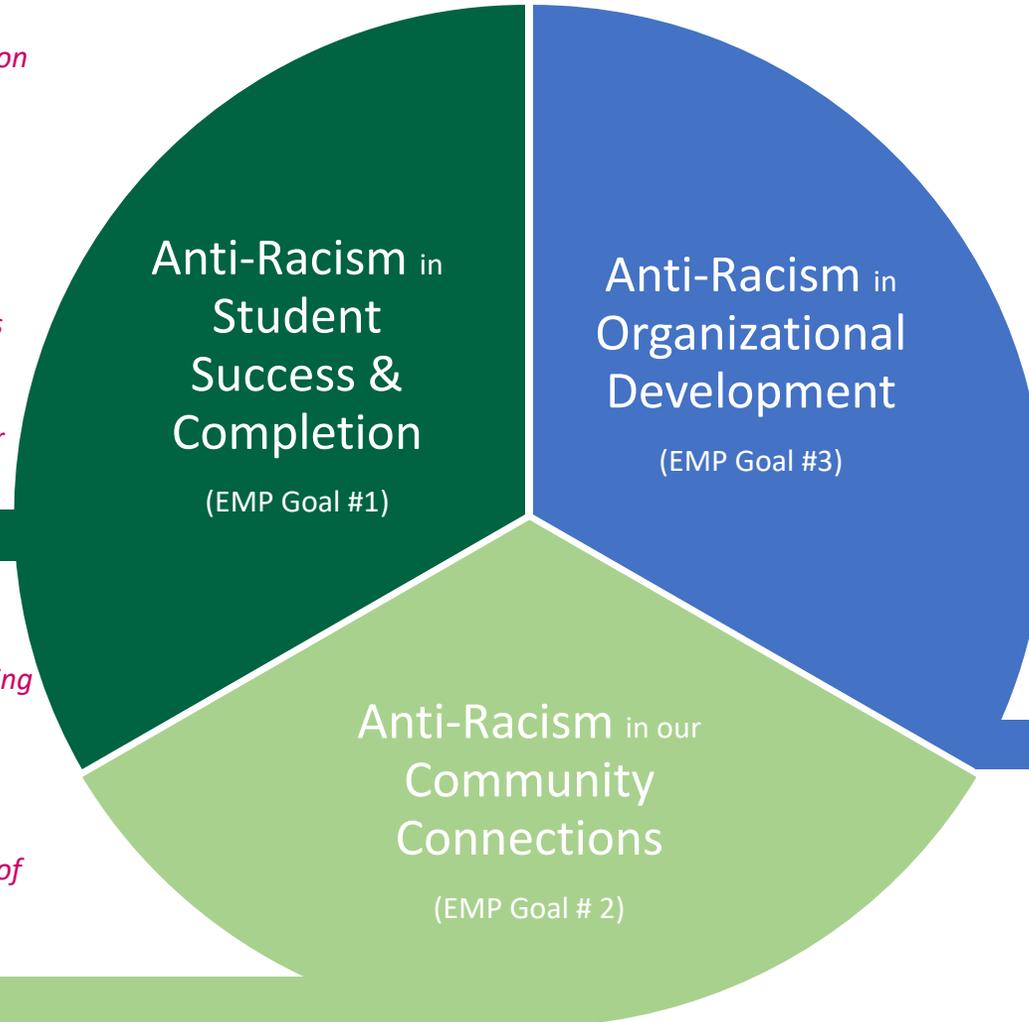
- *Prioritize online student success with an emphasis on interpersonal connections*
- *Integrate Student Success Teams (from Guided Pathways) into online learning environment*
- *Prioritize connecting students to resources (eg., Connection Sections, Canvas modules)*
- *Identify problems students are having EARLY and solve problems collaboratively (Early Alert, address technology challenges)*
- *Communicate frequently with students and keep them engaged with faculty, resources & each other*
- *Provide direct support for students in crisis*

Enhance marketing & communication

- *Rely more on the student perspective in all marketing and communications (esp. BIPOC students)*

Collaborate with K-12 & Adult School partners

- *Strengthen dual enrollment & early college opportunities*
- *Strengthen communication with and engagement of parents (especially in E. Palo Alto, N. Fair Oaks)*
- *Publish all materials in English and Spanish*



Create a culture of inclusivity

- *Strengthen new employee orientation and support (esp. for Adjuncts)*
- *Organize Critical Conversations on Race*
- *Hold a virtual college hour each week and/or set up “brave spaces” to increase communication*
- *Celebrate actions and anti-racism successes*

Institutionalize effective student support structures that close obligation gaps

- *Create and align our new Guided Pathways Success Teams clearly with Puente, EOPS, TRIO, Promise, etc*
- *Build intentional connections between instructional support services and instruction*

Implement a professional learning program that promotes equity

- *Provide consistent PD throughout year for online learning with an anti-racist lens*
- *Conduct peer-to-peer (P2P) online course reviews with an anti-racism lens: align course content with effective pedagogical practices to ensure learning and closing of equity gaps*
- *Make time for Collaborative (Re) Design: Time for faculty and staff to co-create on Flex Days, in Division meetings, and in Interest Area Groups*

New Action Item:

- *Hiring and retention of diverse employees*

KEY:

Bold: Top 6 strategic priority from the Cañada College Education Master Plan (EMP)

Purple Itals: Details from discussions at Leadership Retreat

Annual (operational) Plan for 2020-21

Proposed

Strategic Priority #1

Improve student completion via enrollment management, student retention and course scheduling

Origin	Description	Responsible Administrator	Committee/Group
Leadership Retreat Objective	<i>Prioritize online student success with an emphasis on interpersonal connections</i>	VPI Robinson and VPSS Pérez	College Cabinet
Leadership Retreat Strategies (2020-21)	<i>Integrate Student Success Teams (from Guided Pathways) into online learning environment</i>	VPSS Pérez	Guided Pathways Steering Committee and Interest Area Leads
	<i>Prioritize connecting students to resources (eg., Connection Sections, Canvas modules)</i>	VPSS Pérez	Guided Pathways Steering Committee and Interest Area Leads
	<i>Identify problems students are having EARLY and solve problems collaboratively (Early Alert collaboration with Tech Committee, DEAC, ITS as well as Counseling)</i>	VPI Robinson	Guided Pathways Steering Committee and Interest Area Leads
	<i>Communicate frequently with students and keep them engaged with faculty, resources & each other</i>	VPI Robinson	Academic Senate
	<i>Provide direct support for students in crisis</i>	VPSS Pérez	College Cabinet
SEM Objectives	Maintain clear, accurate degree and certificate program maps in Program Mapper, including the identification and verification of hidden prerequisites	VPI Robinson	Interest Area Faculty, Curriculum Committee
	Develop and strengthen Career Education degrees/certificates that are not available at the other two campuses and/or for which there is excess demand in our service area	VPI Robinson	Workforce Tri-Chairs
	Strengthen transfer support services, including our 2+2 agreements and the University Center	VPI Robinson	Transfer Task Force

Strategic Priority #2

Collaborate with Pre-K to Adult School partners to promote relationships, seamless transitions, and alignment of pathways

Origin	Description	Responsible Administrator	Committee/Group
Leadership Retreat Strategies (2020-21)	<i>Strengthen dual enrollment & early college opportunities (SEM 1.3.1)</i>	Director Mayra Arellano	IPC
	<i>Strengthen communication with and engagement of parents (especially in E. Palo Alto, N. Fair Oaks)</i>	Director Mayra Arellano and Olivia Cortez-Figueroa, Recruiter	IPC
	<i>Publish all materials in English and Spanish</i>	Director Megan Rodriguez-Antone and Olivia Cortez-Figueroa, Recruiter	IPC
SEM 1.3.2	Create more robust K-14 academic pathway programs (including summer programs)	Director Mayra Arellano	IPC
SEM 1.4	Increase conversion of Adult Education and English Language Learners (ESL) to Cañada College degree and certificate programs	VPI Robinson	iDeans

Strategic Priority #3

Expand and enhance marketing

Origin	Description	Responsible Administrator	Committee/Group
Leadership Retreat Strategies (2020-21)	<i>Rely more on the student perspective in all marketing and communications (esp. BIPOC students)</i>	Director Rodriguez-Antone	Marketing and Outreach Work Group
SEM 4.1	Be known as the college where students complete in two years	Director Rodriguez-Antone	Marketing and Outreach Work Group
SEM 4.2	Increase the percentage of high school students from the Sequoia Union High School District coming to Cañada within one year of completing high school	Recruiter Cortez-Figueroa, Director Rodriguez-Antone	Marketing and Outreach Work Group
SEM 4.3	Be known as the college that is responsive to our community's evolving needs by providing dynamic, evolving, quality instructional programs from which students can launch careers that make a living wage	Director Rodriguez-Antone	Marketing and Outreach Work Group
SEM 4.3.1	Develop an updated marketing, messaging and outreach strategy to support the objectives of this plan. Include implementation plans for paper, online and social media	Director Rodriguez-Antone	Marketing and Outreach Work Group
SEM 4.3.3	Engage community partners around the College's strategic enrollment management objectives	Director Rodriguez-Antone	Marketing and Outreach Work Group

Strategic Priority #4

Implement the **Professional Learning Plan** and establish a robust college-wide professional learning program that engages campus constituents while creating opportunities for innovative practices that support student success and promote equity

Origin	Description	Responsible Administrator	Committee/Group
Leadership Retreat Strategies (2020-21)	<i>Provide consistent PD throughout year for online learning with an anti-racist lens</i>	Dean Reed	Professional Learning Committee
	<i>Conduct peer-to-peer (P2P) online course reviews with an anti-racism lens: align course content with effective pedagogical practices to ensure learning and closing of equity gaps</i>	Dean Reed	DEAC
	<i>Make time for Collaborative (Re) Design: Time for faculty and staff to co-create on Flex Days, in Division meetings, and in Interest Area Groups</i>	VPSS Pérez	Guided Pathways Steering Committee
SEM Addendum	Due to COVID-19 and the shift to remote instruction, provide faculty with the tools and professional development they need to serve students remotely	VPI Robinson	Academic Senate, DEAC, iDeans
SEM Addendum	Due to COVID-19 and the shift to remote student support services and instruction, provide staff with the tools and professional development they need to serve students remotely	Deans/Supervisors with VPAS Mendoza, District HR Director Feune	College Cabinet, District Cabinet

Strategic Priority #5

Promote a campus culture that fosters a climate of inclusivity

Origin	Description	Responsible Administrator	Committee/Group
Leadership Retreat Strategies (2020-21)	<i>Strengthen new employee orientation and on-going support (esp. for Adjuncts)</i>	VPAS Mendoza, VPI Robinson, VPSS Pérez	Professional Learning Committee
	<i>Organize Critical Conversations on Race</i>	VPSS Pérez	College Cabinet
	<i>Hold a virtual college hour each week and/or set up “brave spaces” to increase communication</i>	VPSS Pérez	College Cabinet
	<i>Celebrate actions and anti-racism successes</i>	VPSS Pérez	College Cabinet
SEM 3.2/ Guided Pathways	Ensure all students are well connected to the College, including connections to fellow students, faculty, services, programs and resources	VPSS Pérez	Guided Pathways Steering Committee

Strategic Priority #6

Institutionalize effective structures and best practices of HSI (Hispanic-Serving Institutions) and AANAPISI (Asian American and Native American Pacific Islander-Serving Institutions) in order to reduce *obligation gaps*

Origin	Description	Responsible Administrator	Committee/Group
Leadership Retreat Strategies (2020-21)	<i>Create and align our new Guided Pathways Success Teams clearly with Puente, EOPS, TRIO, Promise, etc</i>	VPSS Pérez	Guided Pathways Steering Committee
	<i>Build intentional connections between instructional support services and instruction</i>	VPSS Pérez and VPI Robinson	College Cabinet
SEM Goal 3	Align and sustain pro-active student support services with programs of study to ensure effective and timely student enrollment, retention, persistence and completion	VPSS Pérez	Guided Pathways Steering Committee
SEM 3.1	Streamline the Transcript Evaluation Process	VPSS Pérez	Guided Pathways Steering Committee
SEM 3.3.1	Create and sustain Interest Area Success Teams	VPSS Pérez	Guided Pathways Steering Committee
SEM 3.3.2	Develop, launch and sustain First Year Experience programs for each Interest Area	VPSS Pérez	Interest Area Faculty Leads
SEM 3.3.3	Scale the number of opportunities for Career Exploration, work-based learning and job placement in each Interest Area across all student types	VPSS Pérez	Guided Pathways Steering Committee

New Priority

- *Hiring and retention of diverse employees*

Origin	Description	Responsible Administrator	Committee/Group
Leadership Retreat Strategies (2020-21)	<i>Hiring and retention of diverse employees</i>	College Cabinet	College Cabinet with Academic and Classified Senates and District Academic Senate and District Cabinet

Discussion

Plans for gathering information/perspectives

RACIAL CLIMATE SURVEYS

- Campus Racial Climate survey (developed by CSM) to be sent to **faculty and staff** in September to help set a baseline
- National Assessment of Collegiate Campus Climates (NACCC) racial climate survey developed by the USC Center for Race and Equity to be sent to **students** this fall

The National Assessment of Collegiate Campus Climates (NACCC) is a quantitative survey administered annually at hundreds of colleges and universities. It provides data about students' appraisals of institutional commitment to equity and inclusion, the extent to which they interact meaningfully with diverse others, where and what they learn about race and their feelings of readiness for participation in a racially diverse democracy. NACCC also helps campus leaders and faculty members understand how their campus compares to others.

Plans to hear student voices

Student Connections Inquiry

- Survey of student “virtual engagement” – this fall
- Interviews
- Focus groups

PRIE to work with ASCC

- Align with ASCC monthly newsletters and videos/social media outreach