

Equity and Antiracism Planning Council Flow

Date: January 27, 2026
Time: 2:10-4:00 P.M.

Location:
 FTLCL 9-154 OR <https://smccd.zoom.us/j/88326894898>

Item	Presenter	Time (mins)
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1. Welcome to this Space

Land and Labor Acknowledgement and Commitment:

We acknowledge that Cañada College is situated on the traditional unceded land of the Ramaytush (Rah-my-toosh) Ohlone (Oh-LOW-nee) peoples, and we respect our past elders and honor the present community. Long before Cañada College existed, this area was home to the Ramaytush Ohlone peoples, who still have a presence in the Bay Area today.

We have a responsibility to acknowledge that we as a Cañada community have benefited from the use and occupation of this land and that the tragic legacy of colonization, genocide, capitalism, racism, and oppression still impacts people today.

We also recognize the labor upon which this educational institution, state, and country is built. We acknowledge the peoples of African ancestry who were enslaved and forcibly brought to this land, and whose forced labor played a major role in the formation of this country. We are indebted to their uncompensated labor and their unwilling sacrifice over hundreds of years—which continues to impact generations today. We honor the legacy of the African diaspora and the continued contribution of their survivors.

Kristina 5

We acknowledge the contributions of all immigrant labor, forced labor, and undocumented people who contributed, and continue to contribute, to the building and feeding of this land. We acknowledge their immeasurable sacrifices and work that allow us to gather in this space today.

Let us not forget. Let us honor and engage with the people who have stewarded and labored on this land for generations, and let us honor these truths—by taking responsibility as a college community to continually educate ourselves about these realities, to affirm our commitment to justice through continual action, and to protect and sustain this land.

EAPC MISSION: The mission of the Equity and Antiracism Planning Council is to disrupt and dismantle systemic racism and White supremacy for our Cañada College community in pursuit of equity, antiracism, justice and liberation.

Kiran 3

Community Agreements for Respectful Dialogue:

Linked are some community agreements upon which we hope to continue respectful dialogue throughout our time together.

Accessibility and Processing: EAPC provides Sticky Notes for unpacking or “parking lot items” that may not fall directly under EAPC as well as Fidget Aids for in-person meetings.

Michiko 2

Our EAPC Meetings:

A reminder that EAPC is not Brown Acted, and has chosen to uplift community discussion and dialogue in EAPC that does not utilize Parliamentary Procedure.

Chris 2

Time Keeper

There are so many important things to discuss together. Who is willing to help us keep time?

[Check out this video link on how to do timekeeper easily on Zoom!](#)

2. What Have We Done?

a. What we covered in EAPC on 11/18/25

Kiran 5

[Found on the EAPC website here.](#)

Do we agree these notes of what we covered at the last meeting at correct? (Those of us who were at that meeting.)

Minutes approved by the consent of those present.

3. Who's Here?

Michiko 1

Appointed voting members: 15 = 9 for quorum

Aarya Ayyar - Student	Kassie Alexander - Faculty: Counseling
Alyssa Lucchini - Classified	Katie Dominion - Classified
Chris Wardell - Tri Chair: Classified	Karen Engel - PRIE
Chris Rico - Faculty: At Large (Counseling)	Kristina Brower - Faculty: BDW
Eddy Harris - Faculty: KAD	Michiko Kealoha - Tri-Chair: Administrator
Helena Almassy - Faculty: S&T	Shanda DeRosans - Student
Jasmin Padilla Valencia - Classified	Wissem Bennani - Administrative Representative
Jaqueline Gonzalez - Classified	Zorie Gomez - Classified
Kiran Malavade - Tri-Chair: Faculty, HSS	Faculty: ASLT, HSS - VACANT--Yet we have 2 counselors so total # of faculty is correct.

Guests: none

4. What are we doing?

a. EAPC Flow for Today

Chris 2

Review what is on the agenda for today. Any proposed changes?

Announcements
 EAPC in Practice
 Updates on new SEAP Plan actions
 EEOAC
 Web Accessibility

The Flow for Today was approved by the consent of those present.

5. EAPC Related Announcements

a. This is a time to share upcoming equity and antiracism events, activities, and open learning opportunities that are coming up before the next EAPC. Please put your announcements in the Zoom chat or on a provided sticky note in-person.

Chris 9

Chris Wardell introduced the item and invited the group to share additional announcements.

Michiko- [created a new Equity Off-Campus PD site](#)

Michiko shared that a website had been created listing equity-related off-campus conferences, which had also been circulated by Dean Rana. Upcoming events included AZMend in Long Beach in March, AJAAS also in March, APAHE in April, and Colegas in the fall. Although NCORE would not hold its annual conference that year, a summit organized by the same group would take place in Portland on May 7-8. Michiko also mentioned the National Student Leadership Diversity Conference as an option for mentors, tutors, and student leaders. Attendees were reminded that both classified staff and faculty could apply for professional development funding but needed to submit applications well in advance—ideally six weeks to two months prior to their division office—since the Business Office requires paperwork at least 30 days ahead of travel. A possible April Flex session to help with completing PD applications was suggested by Anniqua Rana. Finally, Ellen Young proposed hosting a future Flex Day session on the history of activism at the college, with the library recommended as a starting point for identifying a speaker.

6. EAPC in Practice

a. Entitlement Inventory Practice and Connection to Flex Day Offering

Share and explore the "Habits of Entitlement" [worksheet](#) from Dr. Myhre who Faculty Equity Coordinator brought to campus for two sessions. This inspired by Eileen's quote from last EAPC after IDI, "If we're going to do the work out there, we need to do the work in here."

Michiko expressed appreciation for the previous semester's discussion about the Intercultural Development Inventory (IDI) results and the desire to engage more intentionally in "EAPC in Practice," thanking Kiran for bringing in a Flex Day speaker and extending the activity to those who could not attend by bringing information to today's meeting. The group then participated in a reflective exercise based on a workshop session, focusing on the concept of entitlement as occupying more than one's fair share of space—whether physical, social, cultural, or emotional—and how privilege intersects with race, gender, class, education, language, and many other identities. Participants were asked to privately review a checklist of entitlement behaviors as a tool for self-reflection rather than shame, then discuss in small groups what surprised them, what resonated or had previously not been considered, what aspects they may be sensitive to in social interactions, and how intersectionality shapes habits of entitlement. Afterward, they brainstormed ways to interrupt entitlement behaviors and microaggressions, particularly in relation to decentering whiteness and cisgender heteronormativity, by reflecting on real situations and considering how they might respond differently. The group briefly debriefed, acknowledging discomfort and silence as part of the process, and reviewed additional tools for "parking" one's privilege. To close, the Michiko and Kiran invited feedback on future EAPC meetings, and participants expressed interest in continuing small-group, practice-based discussions that combined community building with applied reflection.

Tri-Chairs 26

(1 min opening, 5 mins solo workshop,
10 mins small group discussion, 10 mins
Larger group discussion)

7. Presentations

Student Equity and Achievement Plan Updates [IMPLEMENTING LISTENING SESSIONS FEEDBACK:](#)

Establish consistent physical presence of a College Recruiter in East Palo Alto, North Fair Oaks, and Belle Haven to support potential students with application assistance, financial aid eligibility, virtual counseling, program referrals, and course registration. Increase partnerships with non-profit organizations that work with BIPOC/low-income/first-generation high school/middle school students.

- a. **INVITING LOCAL MIDDLE/HIGH SCHOOL STUDENTS TO ANNUAL BLACK EXCELLENCE EVENT:**
Invite local middle school and high school students to an existing Black excellence celebration on campus.

Wissem Bennani discussed the Student Equity and Achievement Plan and explained how the team had begun operationalizing initiatives based on feedback from community listening sessions and the Educational Master Plan. He acknowledged Maggie De Paz Fernandez's key role in the work and noted that the initiative, titled "Expanded Equity and Presence: Strengthening Support in East Palo Alto, North Fair Oaks, and Belle Haven," aimed to address the needs of BIPOC, low-income, and first-generation students who had been underserved in those areas. In response to community calls for consistent, in-person, multilingual support, the college hired a dedicated recruiter and established a physical presence at community-based organizations. During the fall, they partnered with locations such as the Belle Haven Community Campus, North Fair Oaks Community Center, and the college's Menlo Park site, offering monthly, consistently scheduled services including application and registration assistance, financial aid help, virtual counseling appointments, program referrals, and general college navigation. Early results exceeded expectations, with about 40 community members served. Services were provided in English and Spanish, reflecting community needs. The initiative supplemented existing outreach efforts and primarily targeted new students, though continuing students could also access support. Counseling appointments were arranged individually as needed, with plans to expand staffing as demand grew.

Wissem
(10 minutes presentation
and 5 minutes Q&A) 15

b. Student Equity and Achievement Plan Updates [Brothers Achieving Milestones](#)

Continue to garner more campus support, resources, and increase visibility of Brothers Achieving Milestones as an emerging program.

Chris Wardell provided a Spring 2026 update on the Brothers Achieving Milestones (BAM) program, which had recently been incorporated into the Student Equity and Achievement Plan (SEAP). He explained that BAM was created to empower and support male-identified students of color in their academic, personal, and career development, with the goal of increasing persistence and graduation rates through mentorship, resources, and community. The program evolved from the Men of Color Coalition established in Fall 2022 and transitioned into BAM in Fall 2023, building on a model from Skyline College. It later secured recurring funding and, by Fall 2025, was formally housed within the Office of Equity and aligned with key SEAP metrics focused on disproportionately impacted male students. For Spring 2026, goals included expanding outreach using institutional data to connect with more actively enrolled male students, increasing visibility through marketing and graduation stoles, exploring a student ambassador role, hosting an open house and developmental workshops, continuing district-wide collaborations, and launching a more formal assessment cycle. Data showed that 55 unique male-identified students had participated, with a 64% fall-to-fall persistence rate and an average GPA of 2.76. The team also discussed inclusive outreach practices, particularly regarding students categorized as white but from Middle Eastern and North African backgrounds. They clarified that BAM functioned as a community and guidepost rather than a formal retention or learning community program, relying on volunteers to connect students to campus resources. The council reflected on how embedding initiatives like BAM into institutional plans elevated their visibility, accountability, and long-term impact across the college.

Chris & Michiko
(10 minutes presentation
and 5 minutes Q&A) 15

c. [EEOAC Annual Certification and Plan](#)

Inspired by the October EAPC, review our Equal Employment Opportunity Advisory Committee and learn more about updates of initiatives for equal employment

Mwanaisha
(10 minutes presentation
and 5 minutes Q&A) 15

Mwanaisha Sims-Adams provided an update on the district's Equal Employment Opportunity Advisory Committee (EEOAC) and the Equal Employment Opportunity (EEO) Plan, explaining that the committee, which operates under Title V, focuses on equitable hiring, recruitment, and retention of diverse employees across the district. She noted that the plan must be updated every three years, approved by the Board of Trustees as an action item, and annually recertified with the State Chancellor's Office, which now exercised increased oversight and accountability. The most recent recertification, submitted in September 2025, received no feedback from the state, indicating the district was on track. She outlined new regulatory requirements, including closer monitoring of adverse impact in hiring practices, tracking where applicants dropped out of the hiring process, analyzing longitudinal demographic data across job classifications, and reporting on EEO and discrimination, harassment, and retaliation complaints. She emphasized that EEO compliance was a district-wide responsibility, requiring documentation of programming, training, and measurable outcomes related to diversity, equity, and inclusion efforts. During discussion, faculty raised concerns about barriers to diversifying adjunct and full-time faculty pipelines, including limited teaching opportunities and informal hiring practices. Mwanaisha acknowledged past initiatives such as a Diversity Faculty Internship Program and welcomed ideas for mentorship and more intentional adjunct hiring processes. She also noted that the district was developing more comprehensive longitudinal hiring data in collaboration with institutional research offices. The council offered their appreciation for Mwanaisha's leadership and continued collaboration on advancing equitable employment practices.

d. **Web Accessibility Task Force Meeting Updates**

Anniqa

Anniqa

10

10

Hear more about accessibility in the classroom from the task force.

Anniqa Rana and Allison Hughes presented an update on accessibility efforts in instruction, emphasizing that accessibility and universal design were central to equity work. They explained that recent state guidelines required all public institutions to make digital materials, including instructional content in Canvas, accessible by April, creating an urgent timeline. In response, the team developed a draft professional development program called MOCAA (Making Our Courses Accessible for All), which aimed to address the most common accessibility issues in Canvas courses by targeting the top 25% of barriers each semester. They stressed that accessibility improvements would benefit all students, not only those with documented disabilities, and that the program was designed to equitably support faculty by providing training, compensation, and hands-on remediation assistance from the Instructional Technology and Design team. MOCAA focused specifically on instructional materials and did not cover public-facing websites or mobile platforms. They also referenced the state's Accessibility Capability Maturity Model (ACMM), which the district planned to join as part of a longer-term compliance strategy. Allison and Anniqa invited feedback and encouraged participation in technology-related equity trainings.

8. Future Agenda Items

The meeting concluded with brief discussion about potential topics for the next February meeting. Participants highlighted a hope for continued small-group activities focused on strategies for recognizing and "parking" privilege.

Meeting adjourned at 3:58pm.