

# Equity and Antiracism Planning Council Flow

March 24, 2026 2:10-4:00 P.M. Meeting Minutes

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

Item	Presenter	Time
<b>1. Welcome to this Space</b>		
<p><b>Land and Labor Acknowledgement and Commitment:</b></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>We also recognize the labor upon which this educational institution, state, and country is built.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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</i></p>	Volunteers	7

<p><i>commitment to justice through continual action, and to protect and sustain this land.</i></p> <p><b>EAPC MISSION:</b> 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.</p> <p><b><u>Community Agreements for Respectful Dialogue:</u></b>  Linked are some community agreements upon which we hope to continue respectful dialogue throughout our time together. Please note that EAPC is not Brown Acted and has chosen to uplift community discussion and dialogue in EAPC that does not utilize Parliamentary Procedure.</p> <p>Tri-Chair, Chris Wardell, will be our time-keeper</p> <p><b>The meeting began with a personal announcement, as Alyssa Lucchini shared that she would be leaving Cañada College and the district after receiving another job opportunity. Colleagues responded with congratulations and appreciation, noting Alyssa’s contributions and expressing that she would remain connected to the community despite the transition. The group then moved into the reading of the formal land and labor acknowledgment. Following this, the mission of the Equity and Anti-Racism Planning Council was restated. Participants reflected with pride on the land acknowledgment, noting that it had recently been shared and appreciated at College of San Mateo and Skyline College events as both institutions had not yet established their own land and labor acknowledgements. President Lopez recognized the significant effort of the Council, under Michiko’s leadership, to establish and complete this important acknowledgement.</b></p>		
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**2. What Have We Done?**

<p><b>a. What we covered at the last EAPC meeting</b>  Found on the EAPC website: <a href="https://canadacollege.edu/eapc/meetings.php">https://canadacollege.edu/eapc/meetings.php</a>  Please review.  Do we agree that these notes from last meeting are accurate? (those of us who were there?)</p> <p><b>The meeting transitioned into reviewing and approving minutes from the previous Council meeting, which included discussions on the campus climate survey, concerns about response rates and hiring practices, mentoring for career advancement, and presentations on centralizing job opportunities and increasing</b></p>	Kiran	5
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<p><b>culturally relevant curriculum through professional development. After confirming there were no corrections, the minutes were approved by the consent of those present.</b></p>		
<p><b>3. Who's Here?</b>  Appointed voting members: 15 = 9 for quorum</p>		
<p><i>Aarya Ayyar - Student</i>  <i>Alyssa Lucchini - Classified</i>  <i>Chris Rico - Faculty: At Large (Counseling)</i>  <i>Chris Wardell - Tri Chair: Classified</i>  <i>Jaqueline Gonzalez - Classified</i>  <i>Jasmin Padilla Valencia - Classified</i>  <i>Kassie Alexander - Faculty: Counseling</i>  <i>Katie Dominion - Classified</i>  <i>Karen Engel - PRIE</i>  <i>Kiran Malavade - Tri-Chair: Faculty, HSS</i>  <i>Kristina Brower - Faculty: BDW</i></p>	<p>Michiko</p>	<p>1</p>

<p><i>Eddy Harris - Faculty: KAD</i>  <i>Ellen Young - Faculty ASLT</i>  <i>Helena Almassy - Faculty: S&amp;T</i>  <i>Michiko Kealoha - Tri-Chair: Administrator</i>  <i>Shanda DeRosans - Student</i>  <i>Wissem Bennani - Administrative Representative</i>  <i>Zorie Gomez - Classified</i>  <i>Faculty: HSS - VACANT--Yet we have 2 counselors so total # of faculty is correct.</i></p>		
<p><i>Guests: Brianna Chavez, Lizette Bricker, Mary Ho, Max Hartman, Kim Lopez, Alessandra Zanassi, Ludmila Prisecar, Adolfo Leiva, Eileen Pippins, Ron Andrade</i></p>		
<p><b>4. What Are We Doing?</b></p>		
<p>a. <b>EAPC Flow for Today:</b> let's review what's on the agenda for today. Any proposed changes?</p> <p>Announcement  EAPC in Practice  SEAP Plan Action Updates</p> <ul style="list-style-type: none"> <li>• Transportation Alternatives</li> <li>• Comprehensive SEPs</li> </ul> <p>Program Review Equity Needs</p> <p><b>Chris outlined the agenda for the day. He clarified that the group would begin with general announcements, specifically inviting members to share updates about upcoming Equity and Anti-Racism Planning Council (EAPC) events. The agenda would then move to continuing "EAPC in practice" activities, followed by scheduled presentations that would provide updates on the SEAP Plan, including contributions from the Transportation Alternatives team and individuals working on comprehensive SEPs. Chris also indicated that the meeting would include a focused discussion on program review equity needs, which would reflect more in-depth planning and evaluation work for the Council.</b></p>	<p>Chris</p>	<p>2</p>
<p><b>5. Equity Related Announcements</b></p>		
<p>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.</p> <p><b>Chris invited participants to share any upcoming equity-related events, and Mary</b></p>	<p>Chris</p>	<p>9</p>

<p>Ho began by highlighting the approaching Asian American, Native Hawaiian, and Pacific Islander (AANHPI) Heritage Month. She explained that the celebration would begin on April 1 and span two months, covering April and May, with a variety of events planned. She specifically emphasized the opening highlight performance by Ruby Ibarra, scheduled for April 8, and noted that she would share promotional materials and a full events list for broader distribution. Mary added that the celebration would conclude with a graduation event for participating students. Building on this, Michiko underscored the importance of upcoming cultural graduation ceremonies organized by various on campus programs and the Cultural Center, urging faculty and staff to encourage students to register early. Michiko explained that early RSVPs were crucial due to the small teams coordinating the events, as organizers needed sufficient time to prepare materials such as certificates and ensure students were properly recognized. Event details, including dates and locations, were being updated online, with some information shared only after registration to maintain safe spaces for specific communities. Chris then opened the floor for any additional announcements, inviting participants to contribute either verbally or through the chat, but no further items were raised at that time.</p>		
<p><b>6. EAPC in Practice</b></p>		
<p><b>a. Entitlement Inventory Practice and Connection to Flex Day Offering:</b> Continue to dive deeper into the "Habits of Entitlement" worksheet and suggestions for action to interrupt these behaviors from Dr. Myhre's Flex sessions in Jan 2026. 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."</p>	Tri-Chairs	10

Handout: [Habits of Entitlement Handout](#)

**In the Practical Tips and Tricks-** --this meeting's action will focus on "Name when you see harmful power dynamics in action in a group or meeting"

Discuss with your group: What have you experienced? Help each other to discuss possible strategies for interrupting in the future. How do we want to do that as an EAPC representative in those meetings while finding the balance of call out vs. call in?

**Michiko facilitated the "EAPC in practice" activity by guiding participants to engage with the entitlement inventory, focusing specifically on the practice of naming harmful power dynamics when they occur in meetings or group settings. She explained that this approach was a way to challenge entitlement on campus and asked participants to break into pairs or small groups to reflect on situations they had experienced, without naming individuals, and to discuss strategies for interrupting those dynamics in the future. She also encouraged them to consider how they, as EAPC representatives, could navigate the balance between "calling out" harmful behavior and "calling in" individuals in a more constructive, relationship-centered way. Michiko organized the group into breakout rooms for about ten minutes and ensured everyone, including guests, was included.**

**During the small-group discussions, participants shared examples of challenging interactions, such as uneven power dynamics between staff, faculty, and students, and explored practical strategies like bringing in a third party to help mediate situations, using collective presence to validate concerns, and finding subtle ways to address inequities without escalating conflict. They reflected on how these approaches could both resolve immediate issues and create safer, more supportive environments. After the discussions, Michiko reconvened the group, thanked everyone for their participation, and transitioned them back to the larger meeting.**

## **7. Presentations**

<p><b>a. Student Equity and Achievement Plan Updates</b>  <b>FIND NEW ALTERNATIVES FOR TRANSPORTATION:</b>  “Explore transportation options and find alternate solutions while the college transitions out of Lyft program.”</p> <p><u><a href="#">SEAP Metric Update: Transportation Presentation</a></u></p> <p><b>Michiko transitioned the meeting to a presentation by Ludmila and Adolfo, inviting them to share updates on transportation alternatives and encouraging the group to serve as thought and support partners. During the presentation, Ludmila explained that transportation remained a significant barrier for students, particularly due to the campus’s hilltop location and limited transit access compared to nearby colleges. She described how the previous Lyft-based pilot program, which had supported students from areas like East Palo Alto, Belle Haven, and North Fair Oaks using pandemic relief funds, had ended due to high costs—approximately \$300,000—and the depletion of funding. In response, their team developed a centralized transportation website to consolidate all available resources in one place, addressing the confusion students previously faced when searching for transportation information across multiple outdated pages. The site included driving directions, parking details, and public transit options, as well as connections to campus programs that offer transportation assistance.</b></p> <p><b>Adolfo expanded on specific transit resources now available, including the “Way2Go” pass, which provided free, unlimited bus rides for students enrolled in at least one unit through August 2026, and the “Ride Plus” on-demand shuttle service designed to connect underserved neighborhoods like East Palo Alto and Belle Haven to major transit lines. He also introduced the “GoPass,” a \$200 prepaid card available to San Mateo County residents for use across multiple transit systems such as regional rail and ferries. The presenters emphasized that the goal was to maximize awareness and usage of existing resources, including program-specific transportation resources that are already in place, rather than immediately creating new programs. They also highlighted collaborations with marketing and Associated Students to streamline communication, eliminate duplicate web pages, and encourage all programs to link to the central transportation hub. The Metric 4 team meets every other week to check in and provides updates to the campus as needed.</b></p> <p><b>In the discussion that followed, Michiko suggested sharing the information with Iliana in Marketing to disseminate via Campus social media accounts. Jackie asked</b></p>	<p>Ludmila Prisecar &amp; Adolfo Leiva</p> <p>(10 minutes presentation and 5 minutes Q&amp;A)</p>	<p>15</p>
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<p><b>about outreach efforts, particularly how students in high-need areas were being informed about new options like Ride Plus, and whether additional promotion through social media and onboarding processes could improve awareness. Chris raised a question about the future of free parking, with the presenters explaining it was tied to broader “free college” funding decisions and that currently, this was being evaluated with renewals happening annually if approved. Chris expressed interest in attending the next Metric 4 meeting to voice his comments. Eddy raised ideas about expanding partnerships with other transit systems such as BART and AC Transit to better support students commuting from outside San Mateo County, and suggested adding more comprehensive regional information to the website. The group also discussed reallocating previously used student funds for discounted transit tokens, since many services were now free. Overall, the presentation highlighted both progress in centralizing transportation resources and ongoing challenges in accessibility, outreach, and long-term sustainability.</b></p>		
<p><b>b. SEAP Updates continued:</b>  <b>NEW COMPREHENSIVE SEP CAMPAIGN:</b>        "Develop a communications campaign to inform students of the benefits of Comprehensive SEPs, with email reminders to students to schedule counselor appointments in September and October and February and March and to faculty to announce in classes. The Dean of Counseling will coordinate with success teams to ensure that their classroom visits and materials include consistent messaging on SEPs."    <b>UTILIZE ORIENTATION FOR SEP REMINDER:</b>        "Update orientation materials to ensure consistent SEP information and opportunities for students to schedule full counseling appointments during orientation."    <b>ALIGN COMPREHENSIVE SEP DEVELOPMENT MESSAGING:</b>        "Ensure students receive consistent information as they develop their comprehensive</p>	<p>Max Hartman &amp;        Ron Andrade          (10 minutes        presentation and        5 minutes        Q&amp;A)</p>	<p>15</p>

SEPs. Counselors will continue to utilize regular Counselor Corner meetings to share best practices and develop mentoring and onboarding support for new counselors, so students receive consistent, aligned, and accurate information about majors and transfer as they develop their SEPs.”

[SEAP Metric Update: SEP Presentation](#)

**The meeting then transitioned to a presentation by Max Hartman, who shared updates on efforts to increase completion of comprehensive Student Education Plans (SEPs) as part of the College Equity Plan. He explained that this new metric was important because research shows a strong connection between having a comprehensive SEP and students successfully completing degrees, certificates, or transferring, while historically marginalized groups—particularly male, Latinx, and LGBTQ+ students—were less likely to have such plans. Max outlined three main strategies: launching a comprehensive SEP campaign, embedding SEP reminders into both online and in-person orientation processes, and aligning messaging across counseling services. He described how updated online and in person orientations, led by the Welcome Center PSC, would emphasize the importance of SEPs for incoming students, while a district-wide communication system would send targeted reminders to students who either lacked a plan or had one that was about to expire.**

**Additionally, Max explained that the district would generate reports identifying these students and share them with counseling deans. Deans would then collaborate with program staff, such as retention specialists and learning community leaders, to conduct more personalized outreach. He emphasized that while district messages might be overlooked, direct communication from program staff who already had relationships with students would likely be more effective in prompting action. Programs were encouraged to tailor their outreach creatively, including using videos or customized messaging, while maintaining consistent language about the importance of SEPs and clear steps for scheduling counseling appointments.**

**During the discussion, Kristina asked about students who do not intend to complete degrees or certificates, such as those in career technical education or lifelong learning. Max clarified that outreach efforts specifically targeted students with completion or transfer goals, as identified in institutional data, while other students**

<p>could still access counseling voluntarily if they wished to create an education plan. The presentation concluded with appreciation for Max’s efforts.</p>		
<p><b>c. Equity Trainings Review and Discussion Data for '26-'27</b>  Review instructional and student services program reviews for answers to the question "what equity support, trainings, or professional development is needed" and discuss potential EAPC recommendations for future Equity PD.  <a href="#">Working google doc here</a></p> <p><b>Michiko transitioned the meeting into a structured group work session focused on reviewing equity training data for 2026–27. She explained that participants would use a shared Google Doc—organized into assigned teams—to analyze program review responses, particularly identifying professional development (PD) needs across instructional and student services areas. She emphasized that this activity was meant to help the Planning Council revisit what departments had requested, identify common themes, and inform recommendations for the coming year. Michiko walked participants through the process step-by-step, demonstrating how to locate specific program reviews, find targeted questions, and copy relevant responses into the document before adding team commentary. She actively reorganized groups to account for absent members, pairing in-person and Zoom participants and troubleshooting access issues with the document and breakout rooms. Throughout, she clarified expectations—such as noting when no PD was mentioned—and reinforced that the exercise was collaborative and iterative, even if all sections were not completed during the session.</b></p> <p><b>Michiko reconvened the group after the small group breakout time and confirmed that most participants had been able to complete the task. In discussing themes, the group identified recurring equity training needs, including dismantling white supremacy, interrupting microaggressions in the classroom, inclusive teaching practices, and culturally relevant pedagogy. Michiko emphasized that the goal of the exercise was to synthesize these requests from program reviews and determine how the Planning Council could implement responsive equity trainings. Kiran also noted that some programs provided vague or no PD requests, prompting suggestions to follow up with those departments for clarification or to refine how questions are asked in program reviews.</b></p>	<p>Michiko</p> <p>5 minutes presentation)  (20 minutes small group)  (18 minutes big group)</p>	<p>43</p>

**Ellen raised concerns about ensuring trainings are tailored to specific roles, such as counselors and librarians, and suggested embedding trainings within division meetings to improve participation, rather than relying solely on Flex Day offerings. Kiran agreed that this would be a useful approach to take and made note of this recommendation. Kristina proposed alternative models, including small cohort-based learning groups with stipends or a “train-the-trainer” approach to expand reach within departments. The group also reflected on structural challenges, such as limited attendance at optional trainings and the need to align offerings with participants’ actual work contexts.**

**Michiko reflected on the group’s findings by questioning how to handle cases where programs provided little or no professional development (PD) suggestions, wondering whether the issue stemmed from insufficient outreach or from how the question itself was framed. Kiran noted that student services used more direct wording about PD, while instructional program reviews asked more broadly about improving success and retention, which may have led to vaguer responses. Although most programs did not explicitly reject PD, many provided only general statements without specifics, prompting Alyssa to consider whether the Council should refine the question, encourage more detailed responses, or offer support such as consultations to help programs identify relevant trainings, conferences, or Flex Day opportunities. Kiran acknowledged, however, that revising the wording would be challenging, as it recently underwent an extensive approval process as part of the Instructional Program Review process.**

**Ellen added that the question often felt abstract when completing program reviews, especially without clarity on available resources, and suggested that responses might be more concrete if faculty knew there was institutional support to implement their ideas. Michiko agreed, explaining that this review process was intended to close that loop and potentially improve future responses. She also pointed out that the question already included detailed guidance about addressing equity gaps through curricular and pedagogical changes, though it was still relatively new and might improve over time. Chris highlighted inconsistencies in program reviews, noting one case where a department claimed to have no equity gaps despite data showing clear disparities in student success, which raised concerns about how programs interpret and report equity data.**

**Eileen built on this by suggesting the need for structured follow-up with departments, possibly supported by funding, to help them better understand and act on their findings rather than submitting superficial responses. Karen proposed**

<p>that additional PD might be needed specifically on identifying and interpreting equity gaps, explaining that current data packets often only highlight statistically significant gaps and may overlook smaller but still meaningful disparities. She suggested that improving how data is presented and discussed could help programs better recognize inequities.</p>		
<p><b>8. Future Agenda Items</b></p>		
<p>What would you like to see?</p> <p><b>Michiko concluded by noting that the group would revisit these insights at their April meeting, alongside climate survey discussions, with the goal of forming concrete recommendations.</b></p> <p><b>Meeting adjourned at 4:01pm</b></p>	<p>Tri-Chairs</p>	<p>2</p>