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**Leadership Retreat**

**August 12 & 13, 2020**

**Notes**

*(Draft notes as of August 16, 2020)*

[*Please see here for the slides used during the Retreat*](https://www.canadacollege.edu/prie/Leadership_Retreat_SLIDES_August_12_13_2020.pdf)

# Welcome

Cañada College’s annual Leadership Retreat plays an important role in the College’s annual planning cycle. To illustrate this, Michiko Kealoha, Student Life and Leadership Manager, collaborated with the PRIE Office to produce and share the following video:

[**Cañada College’s “Big Picture”**](https://youtu.be/v2_n6RE6qsQ)

# Day 1: Antiracism

## Intercultural Storytelling Activity

Retreat Participants collaborated in small break out groups to respond to the following prompts:

* *[PART 1] Ice-breaker introduction: Take a moment to share your name, area of work at the college, and…which dish you would choose to prepare for your team if this was a potluck*
* *Tell your group a brief history of you/your family’s history (origin, entry into and/or movement across) in the United States.*
* *Can you describe a situation where you or a family member experienced a sense of privilege in relation to others? How did power operate?*
* *Can you describe a situation where you or a family member experienced oppression?* How did power operate? *(if time allows) What was the first time you became aware of your race and/or ethnicity?*
* *[PART 2] Dream of a time in the distant future where oppression/disadvantage has been removed, how does power operate then? What would that experience be? How would it be different?*
* *What connections can you make between your experience with privilege and/or oppression with the systemic and structural sources of privilege and oppression in our society? (such as whiteness, anti-blackness, or other racist structures)*
* *Given what we’ve learned from each other today, what would you do tomorrow to make your campus less oppressive, anti-racist and more equitable?*

Given what we have learned from each other today, do you have recommendations on what we could do to make our campus more equitable?

1. Conduct a systemic survey of students that would ask them which elements of Canvas works for them and what doesn’t work for them.
2. Increase attention and focus on Black Lives Matter that is constant and long-term and a regular part of what we do (example Stanford University day of learning)
3. Revamp and revise the evaluation process. Evaluations should be comprehensive and transparent for all, including administrators. Random selection of those managed by administrators should be implemented to ensure fair and impartial processes. Currently evaluations are top-down. (Lack of a fair and ethical evaluation process creates an obscure and definite power dynamic that further enforces and supports oppressive and abusive behavior of power).
4. Create systems and structures that protect the community from the abuses of oppression, racism and intolerance
5. An anti-racism movement ultimately comes down to individuals and we should govern our community through education and increasing knowledge.
6. We should create opportunity and incentives for learning and growing professionally such as financially supporting adjunct faculty for participation in growing knowledge.
7. Encourage the possibility for everyone to be included and a part of the process.

## ANTI-RACIST FRAMEWORK (DRAFT)

### Proposed Working 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](https://www.raceforward.org/sites/default/files/Race%20Reporting%20Guide%20by%20Race%20Forward_V1.1.pdf)

**Anti-Racist**

**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

### Emerging 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;
* reimagine 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.**

### Breakout Discussion Prompt: What could antiracism look like within these key areas of focus on our campus?

* Hiring, Evaluation, and Retention
* Teaching and Learning with students
* Support Services and Resources
* Structures, Facilities, and Community Space(s)
* College Mission, Vision, Values

### Group Responses

* The hiring process is biased - historically outdated. And needs to be revamped, reviewed, and revised from an antiracist lens. [James Carranza]
* Unconscious bias training is currently required only if you want to serve on a hiring committee; we said make it required if you want to serve on ANY committee, task force, senate, etc [Candice Johnson]
  + Yes, that would allow adjuncts to get training as well without having to use their personal time. [Diana Tedone-Goldstone]
* Semester-length anti-racist course for all employees. Housed on Canvas (everyone can learn how to use it); has homework, quizzes, exams; offer tutoring and mentoring; certification at the end; required by the district; top down endorsement. [Candice Johnson]
* Creation of a Cañada College Anti-Racism Multi-Cultural Center in the new Building 1, changing the purpose of the proposed Childcare Center (it was mentioned that a childcare center may not be feasible if students joined the health club and left their children in the center for childcare while they attended academic classes).  The centrally located space could be repurposed and formally dedicated as a multi-functional center that could be reconfigured for student gatherings and regularly scheduled student, faculty, staff, and community events to engage the different cultures in our college and community in anti-racism focused activities, speaker events, possible short class for college credit, studying the book “How to be an Anti-racist” taught by experts/faculty, which could bring in tuition revenue, and culturally different types Martial Art sessions that would improve the health of students, faculty, and staff.

Also, the new center would draw a large segment of the Redwood City community who are engaged in positive culture change and show off the beautiful facility to community members who may not be able to afford a gym membership, encouraging them to take classes, and demonstrating our college’s commitment to anti-racism by devoting a portion of this beautiful building in support of anti-racism and multi-cultural understanding.  We feel the Board of Trustees would be supportive to changing the area, as they communicated their commitment to establishing district-wide initiatives that promote a climate of anti-racism in San Mateo County.

Building 1 space permanently dedicated to promoting societal anti-racist initiatives would demonstrate the college’s commitment to innovative changes toward social justice. [Submitted by a breakout group that included Loretta Davis-Rascon, Hyla Lacefield, Matt Lee, Mayra Arellano, and student Sofia Fernandez Giorgi]

* Power reflects our values—benevolent, fair, just. In the ideal world, we would know that successes or failures are not based on factors—race, for example—that have nothing to do with ability, merit, achievement. [Submitted by a group that included Mayra, Alison Hughes, Adrian, James]
  + Prioritize students over the registration process—what if all students could immediately sign up for classes, and then we register them during the course of the semester with assistance and guidance.
  + Basically, how can we turn the process on it’s head to make sure students are immediately connected to the institution. Stop seeing education as a commodity, to be administered. See it as a right to be engaged in.
  + De-emphasize two-year completion. Emphasize appropriate course load per student capacity.
  + Celebrate cultural identify on campus. Make pride in cultures immediately visible. Showcase students and achievements.
  + Instruction: Remove barriers. We teach students, not disciplines. De-emphasize “the class” to emphasize students’ experience and learning.

# Day 2: College Strategic Priorities for 2020-21

## STUDENTS

* Our students are front and center
* We appreciate the commitment, energy and partnership with administration of our student leaders
* [ASCC priorities for 2020-21](https://prezi.com/view/iYlKTzA9x1d83kOkMFxj/)
  + Multicultural Awareness
  + Virtual Learning and Community Building
* Our data shows: not all of our students are able to get through their educational journeys **-** as we saw, some of our student populations are not proportionately represented in our successful student outcomes

## THE CONTEXT

* Our enrollments continue to decline (and we are seeing fewer and fewer “home” campus students)
* Our basic aid status may be at risk
* Our investment in smaller class sizes is not necessarily improving student outcomes
* We continue to see groups of students disproportionately under-represented in our successful outcomes

## Discussion: FACULTY ENGAGEMENT (and time for it)

* With COVID, faculty and staff have a lot on their plates
* Some full-time faculty shoulder a lot of the responsibility of participating in shared governance; others are less or not engaged
* Adjuncts may not feel part of the college or aware of the significant shifts we are trying to make in our practice
* How can we better understand faculty and staff concerns about hierarchy and our decision-making structures?
* How can more we effectively engage all faculty and staff in our college re-design and anti-racist work?

## Additional comments during the discussion at the end of Day 2:

* Can we do random groupings and conversations with students – do a college hour? A place to check in, connect
* How do we reach the broader community? Some of us are in a lot of these meetings and understand what is going on. But how can we reach more people?
* How will the ideas we came up with be acted upon?
* What are doing right now that’s really working that we can amplify? Use an “appreciative inquiry lens?”
* Ethnic Studies! When will we add those?
* Idea of professional learning to be a monthly check-in?
* Speakers/critical convos – start with the vocabulary and the definitions – keep the momentum and have them as often as possible to it becomes normal for folks – respectfully hearing people’s experiencing and calling people “in” when they may not be supporting an antiracist framework (Candice Johnson)
* Can we use the Town Halls to report out on all of our efforts? Progress we’ve made?

# STRATEGIC PRIORITIES (Ed. Master Plan)

Retreat participants joined two rounds of breakout discussions to refine or change the strategic priorities identified for 2020-21. Each priority was discussed twice, once in the morning and once in the afternoon, by different participants. Each group was asked to identify:

1. Desired Outcome(s):  what are the desired outcome(s) of the efforts involved in this strategic priority?
2. Main Action(s):  what are the primary actions that will need to be taken this year to achieve these outcomes?
3. Key Actor(s):  who are the key people or roles at the College that need to be involved to achieve these outcomes?

The notes from each break-out discussion can be found below.

# Improve Completion via Enrollment Management, Scheduling

**Desired Outcome**: Emphasize DE transition for students/Online success. WITH a special emphasis on interpersonal connections.

**Strategies/Actions**:

Online study/learning support. Faculty referrals are essential.

“Preemptive” problem solving/strategies.

Classroom Zoom drop-ins.

Student orientations/Town Halls.

Success teams.

“Connections Sections” designation for faculty who invite visits and commit to helping students connect to resources.

Direct support for students in crisis.

# K-12 and Adult Education Partnerships

<https://docs.google.com/document/d/15R0DeOPt2XqjU2sMhP38zG_SUa2uvv-cIEqWLDmlYkk/edit>

What collaboration looks like with our K-12 And Adult Schools?

**Desired Outcomes:**

* Parent Engagement (they have a big influence on where students go),
* Remove the stigma of attending community college-they push 4 yr universities instead of providing comm. college as a viable option
* Kinder parents- How do we engage with our elementary partners?
* Strengthen Concurrent and Dual Enrollment Programs
* Create a SEP at High School during their  Senior Year- They get a Senior SEP (take these classes), you will be ready to transfer
* Availability – people need to be available to answer student questions

Community Awareness – they don’t know we are here in the community, one group member attended HS in East Palo Alto and had no idea Canada was here

* Our college Branding – what is it? What are we known for?  They know CSM is known for its Nursing program, for example.
* Ambassadors/stories need to be shared
* Outreach to local libraries
* Parents!  They are key influencers – no matter how much we market to students, parents need to “buy-in”
  + Advertise student success stories, make students who transfer to 4 yr univ visible, raise awareness that Canada College IS a pathway to 4 yr university
  + ASCC offered to collaborate
* Highlight our Honors Program – courses that are academically rigorous are available
* COST – there is value, less expensive, oftentimes FREE education
* Undecided students – often go to 4 yr univ but then come back to Canada – why?  Not ready for bigger schools, finances, maturity level (this needs to be mentioned as reasons why students would come to Canada college)
* Opportunity to partner with our HS to provide  credit and not for credit (enrichment opportunities)

* Adult Schools- a lot of parents do not see themself as students, provide more services at the Menlo Park Center

* Utilize a course as noncredit to promote career education classes to our community (easy to sign up for)
* Create a Pathway---> noncredit to credit
* Collaborate and share more resources. - College broken into pillars (transfer, non-transfer)
* Materials: English and Spanish (who are we serving). How are we preparing our ESL students
* Sharing this information with the community- present an HS board meeting, PTA district

**Main Actions:**

1) Strengthen Dual Enrollment Programs

2) Changing our Branding- What do we offer, advertise our transfer stories, cost-saving, honors program. Updating our Marketing Material to use at the high schools (Orange booklet)

3) Menlo Park Center- Provide more activities, community event

**Key actors:** ASCC, students ambassadors, everyone from the college, Marketing

PRIE (Alex)

# Enhance Marketing

<https://docs.google.com/document/d/1z9VEZHBvlx9HOYyk8t16XUhmPwB5h5jC55lbT6Fral0/edit>

**Morning Session Notes**:

Members of Marketing Breakout:

Megan Rodriguez-Antone, Graciano Mendoza, Paul Nass, Ari Soler, Maria Hunning, Donna Buchanan, Precious Sunday, Jose Garcia

* Maria Asked about Pay per Clicks

* Graciano: Enrollment is in decline
  + Solution is NOT 100% Marketing
  + How to re-envision what we do
  + Marketing Gets you to the door
  + Pass the baton to sign-up
  + Enhance Virtual World - Video is Imp
  + Even with Student Assistants we are maxed out

Maria H:

* Every changing likes of the younger demographic
* Tic Toc, Insta, I/O what they use
* Games
* Toonly for easy vid creation
* 16-18 - Add Games into the Equation
* Can we link to projects in the class?
* Poster Design?
* Business Div - is doing their ads in Animation via students
* Competition (More connection to the college)
* Maria's Students are "niche"

Precious:

* Sees a lot of Insta and FB ads
* Emails: Says it helps him, sees it as "official"
* Uses Virtual Campus - Helpful
* International Student - Virtual Campus and website eased his transition to a student

Paul:

* Student Assistant's with Jonathan have promoted Their Department and others (Comp Science)
* Several MART students are helping on Website
* His Dept. Commitment to help is always there

Ari:

* How to serve the students in this online world
* Still Brainstorming and trying to figure it out
* Connecting PIOs with Recruiters
* Some events have 80 families
* It IS going to be more of a Financial Aid project because of the F.A. aspect \
* Appointments ?
* What's the best way to put things in social media
* Prioritize while under resourced

* Depending on the time of year/month… we need to work together to create Social Media material to enhance collaboration
* Marketing and Outreach Task Force
* How to hold a virtual Luncheon event
* CRM will hopefully allow us to see where the breakdown is when it comes to low enrollment and students not following through with Applying and/or continuing.

Take aways:

* Collaboration across departments
* Student Collaboration
* Importance of Social Media and Video (homegrown)
* Social Media ads from Student Point of View
* Incorporate Games, Social Media Apps, Contests
* See were breakdown in Enrollment happens with new CRM
* Infuse Web Content Task Force with a “Marketing and Outreach Task Force” (Expand group to several departments on Campus)

**Afternoon Session Notes**:

Members: Hyla Lacefiled; Jose Garcia; Janice Weeks, Joan Murphy; Nick De’Mello; Matt Lee; Olivia-Cortez-Figaroa

Nick D’Melo:

* Meet Students in the “middle” online and interact - NOT Broadcast
* Has a GREAT Teaching setup (multiple screens/virtual Blackboard)

Joan - Cañadians is confusing, folks agree… confusing with “Canada” (Canadians - can be confusing in materials)

All: Although “identity is important”

Perhaps for Outreach and Materials we OMIT the phrase

MART 390 or 392 - User Experience Content Strategy - How to do the Outreach

How to incorporate the Tilde - Confusing in the websites.

Nick:

* Community Events Online
* PROM committee (PR, Outreach, Marketing)
* Grocery bags with advertisements on the side… buy once, give once, view every time you go to the grocery store
* NOT a Canada school info graphic
* education is a family decision, reach out to the whole family

Misha - ASCC doing great in making Virtual events happen. They've hosted 3 a month.

Janice - Use COLTS - Mascot more. We Hardly see it

Matt - COLTS is heavily used - How to unite amongst campus the use of COLTS and Mascot

* It is known in the Athletic world and conference…

Jose - Marketing and Athletics are designing materials/ideology to better infuse the “COLTS” and ATHLETICS in general college materials/messaging.

* Tilde Campaign - “Located in RWC” “Respect the Tilde”
* Desired Outcomes
  + Making customer service a priority
    - Student interaction being much quicker--instantaneous responses
    - Students shop around--so we need to be aware of what their perspective are
    - Open drop-in hours online and/or wide schedules so everyone has an opportunity to schedule time with faculty, staff
  + Degrees tightened up--especially online degrees (consistent scheduling, so students can actually complete a degree 100% with us)--and advertising it!
* Main Actions
  + Marketing! Make these resources obvious to all!
    - Making it clearer to students how to access the Google Spreadsheet that details online presence in courses (and making the language clearer)
  + Changing our practices for availability--making sure we put our (current, new, prospective) students first
  + Since students are Canvas-focused, make more modules/shells available for all aspects of the campus, and lead students there.
* Key Actors
  + Marketing
  + DEAC--local and district
    - TTL

# Professional Learning

[https://docs.google.com/document/d/1dg8OTsqKvUJoEZdzwGVDuBhXh-HI3OCYltWggVIL6BM/edit#](https://docs.google.com/document/d/1dg8OTsqKvUJoEZdzwGVDuBhXh-HI3OCYltWggVIL6BM/edit)

This is a working document to capture feedback from the August 13 2020 Leadership Retreat discussion of the Professional Learning Plan. Specifically we want to look at how it aligns with our Educational Master Plan process and other major college-wide initiatives such as Guided Pathways and our overall focus on institutional equity.

### What are our strategic initiatives for 2020-21 and beyond?

Our Education Master Plan (EMP) and our Strategic Enrollment Management Plan (SEM) describe our strategic initiatives for the year.  We are in year 4 of our EMP and year 1 of our SEM.

#### From <https://canadacollege.edu/prie/canada-collaborates.php>

#### College Goal #3: Organizational Development

#### Implement Professional Learning Plan

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

#### **Provide support to faculty to teach online (SEM Amendment)**

* What are outcomes for this?

Outcomes (need more simplified and clear goals):

1. Provide standing item of discussing and providing PD around our anti-racist framework and ongoing related initiatives. This impacts online teaching, student services, and all other areas of PD at the campus
2. Digital Badges that are portable, that demonstrate completion/certifications that fac and staff have completed. Can also be linked to Cornerstone/VRC, can also track when a training needs to be updated
3. Provide Consistent PD throughout year for online learning: more fac P2P learning opp’s, establish a process/system for support, not just during QOTL
4. Engage our Peer Online Course Review group, start reviewing all courses
5. CIETL virtual space; a one-stop-shop for PD, for accessibility, video support, captioning, etc. For Staff & Fac

* Support faculty ability to improve engagement (with material, with stu’s, with each other)
* How do we make this a vibrant exp in virtual and F2F?
* How does tutoring and learning assistance connect to this? Online tutoring, embedded tutoring, online Library services
* Awareness of tools; for stu’s for fac, how to engage in virtual env. ASCC Student newsletter (new initiative) will help get info to stu’s

#### **Provide support for classified staff providing online services**

* What are outcomes for this?
* Expand pool of who provides support (can’t just be AH/one Instr Designer)
* Re-establish COP’s (ret spec’s, etc) to share ideas, provide P2P support
* Continue and expand district-wide trainings and support for key tech platforms. Create easy to locate on-demand trainings for this also
* Ensure that resources are open to all, remove barriers of “faculty online support”, etc. Create support based on need/purpose, not which job classification you have

Main Action(s):

What are the primary actions that will need to be taken this year to achieve these outcomes?

* Call to all fac/staff for help making this happen (workhops, supporting others)
* Short, specific surveys that drive priorities
* Updated info sheets that are shared with stu’s to clarify where to go/how to do things
* Increase frequency of check-ins - what do people need *now*?
* Monthly newsletter to invite people to events, support best practices, recruit people for events
* Make sure that training schedule works for everyone in terms of times/days
* Simplified way to address Websmart issues: does it have to go to ESC? The delay can be long, resulting in students getting frustrated and leaving
* Cheat sheets for each dept so everyone knows how services are supported in these areas
* Implement system such as cranium cafe where fac/staff availability is easy to see, uses active links

Key Actor(s):

Who are the key people or roles at the College that need to be involved to achieve these outcomes?

* Leads for DE/Online Learning, Classified Senate, Cabinet, Professional Learning Committee, ASCC rep’s serving on committees, College Council

# PROMOTE A CLIMATE OF INCLUSIVITY

<https://docs.google.com/document/d/1b_8uYWMKwtxvzPIdYqXqHKMtoh3d5COxaNrl9jHRKXc/edit>

**Morning Session**

* **WHY:** We believe everyone deserves to be included in community, heard, seen, valued, honored, and celebrated in a healthy environment that is open for positive change and works towards challenging the status quo
* **HOW:** Our actions towards this are
  + **Matais -** Communication that is polite, civil, collegial, thoughtful, and fun.
  + **Ronda** - This communication includes availability - available for communication from faculty on how to do something on canvas or completing an assignment. Virtual office hours or check in sessions or what’s up sessions.
  + **Jamillah** - Additionally, finding opportunities to come together consistently to discuss openly and within virtual spaces.
  + **Candice** - Virtual college hour or creation of consistent Brave Spaces can and must happen to create community around something we want. This should be done with PCC staff included.
  + **Michiko** - Social justice must be infused in our common practices through hiring practices, common language understanding, training, regalia, and common reads (to name a few).
  + **Rachel** -Celebrating our actions and accomplishments and recognizing how far we have come.

**Session 2**

* What does inclusivity mean to you?
  + Dynamic, change. Open, flexible, accommodating, healthy, authentic selves, ability to not feel isolated, feel included and everyone has a seat at the table, a place of open arms to those that are excluded or marginalized
  + How can we operationalize inclusivity?
    - Policies that support inclusive language that capture marginalized populations, low-income, immigrant.
  + Policies that relate to increasing diverse numbers on campus, faculty, staff, students.
  + Building habits and norms that humanize people, like the one we did that opened this conversation (name history sharing).
  + Have moments of reflection and check-in
* What are thee critical ways to create a climate of inclusivity?
* Respect. In our classrooms, in our work, practice respect even if you don’t agree with them. Find a way to continue to have the conversation.
* Discourse not Discord
* Use “I” statements and talk about your own authentic beliefs instead of “spin” something to seem funny or edgy.
* The devil does not need anymore advocates.
* Normalizing an environment where people are free to admit mistakes or change your mind. It’s as sign of strength to admit that what you thought before may not be the best course of action. We can learn and grow from our mistakes
* Forgiveness as one of our core values

# Institutionalize effective structures to reduce the *obligation g*ap.

<https://docs.google.com/document/d/1bd29LtOpHCLbxx50JPX40CMBjuwmRXF1-2hyVMMFYXI/edit>

**Morning Session**

HSI and AANAPISI

What are doing this year to cement those practices to institutionalize and bake them into the culture?

We don’t function as an HSI.  There is an absence of that at Canada College.  We don’t center our Latinx students in our college dialogue.

* We have people doing work to serve Latinx students, but it’s all very siloed.  It doesn’t feel like a consolidated effort college wide.
* We don’t have that presence on the website or in other places at our college.
* Doesn’t feel like a collected effort
* Hard to see visually
* Don’t feel like Latinx student are front and center in our spaces
* Would like more of a visual presence
* Marketing materials lack student presence- we need to have our Latinx students presented in everything
* Problem filling our more advanced Spanish courses- Spanish for heritage speakers, Spanish lit courses
* We have also been intentional in recent years reaching out to our black community, but still struggles connecting to campus
  + Umoja program
* We have awesome programs but not a unified effort
  + Challenge because we are smaller, have smaller staff
* Facilities cost factor is always a factor for creating events
* Not enough place on campus to host events/not a specific place to celebrate our campus culture
* Need more events on campus from off campus groups, from programs (Adolfo’s example of logistical/facilities challenges bringing folks on)
* How can we use our off campus spaces?
* How do we know what our Latinx students want or need?
  + Has there been an intentional ask?
  + Latinx students want to succeed in the class room

* Desired Outcome(s):  what are the desired outcome(s) of the efforts involved in this strategic priority?
* Our community knows that we are an HSI/ANNAPISI it is clear in all of our physical and virtual spaces that we are intentional in supporting these communities
* Outcomes should be College wide- Guided Pathways moving towards institutionalizing programs like STEM/ESO Adelante
* Institutionalized pedagogy that supports instruction at an HSI/AANAPISI
* Childcare????
* Main Action(s):  what are the primary actions that will need to be taken this year to achieve these outcomes?
  1. Faculty learning program/professional development
  2. Ask students what they want
* Key Actor(s):  who are the key people or roles at the College that need to be involved to achieve these outcomes?
  1. PRIE
  2. Professional development committee
  3. ASCC
  4. Faculty
  5. ACES
  6. Office of instruction

**Afternoon Session**

* Discussion about word choice and difference between obligation gap/equity gap/achievement gap
* Instructors make the commitment to meet students where they are.  Put things at your door, supplies, extra materials
* Private zooms for students need more contact
* Its my obligation to meet my students where they are
* Ros- we’ve been building science kits and they assume that students have in their homes (ice makers/microwaves)
* Assumptions that students come with a higher education vocabulary (FAFSA)
* Groups adapt language to their tribes, our language needs to be student focused not focused on each other
* Jeanne- “This is not what I signed up for” remote learning
* How do we account for different student goals?  Need to be intentionally in our wording so it accompanies every one
* Ronda- Supplies, able to work with the bookstore to put together packets that had a lot of supplies that are in the bookstore, mailed picked up curbside, so many things could be put together.
* Language, simple definitions
* Rebekah- creating equitable opportunities, how are our students doing, how are students doing, who is being left behind.  How can we change our behavior?  How can instructors change their behavior in response to what is happening in the classroom in real time.
* Jeanne, Retention Specialists able to follow up with students.  Thinking about athletes and how they follow up and respond to students.
* Diva being proactive.
* Ros- everything is just online so we are losing students who don’t feel comfortable.  Can we do in person appointments to help students apply for college.  Zoom meetings assume stable internet. Website is still confusing for first generation students.  We need to be student centered in our language.  Ask our students if what we are presenting makes sense
* Jessica- athletics is an example of what we do well with regards to how we build communities. Get frustrated in these conversations.  The same data points irritate me-  “this is who we’re not serving” its always the same students.
* Athletes take more units, transfer and graduate at a higher rate
* Complicating measures of success
* What’s working, how can we expand it?
* Can we have peer exchange groups of faculty to look at other parts of our college
* Mary- We looked at a lot a programs that were working example of CWA
* Look at athletics as a guided pathway- a model to look at what interventions are wrapped up into the model that work
  + Athletics
    - Dedicated counselor
    - Unit minimums
* Make sure we focusing on career education

Summary

* Desired Outcome(s):  what are the desired outcome(s) of the efforts involved in this strategic priority?
  + Student success, specifically for black and brown students
  + Want all students to have the same experience as students who are part of specific programs
* Main Action(s):  what are the primary actions that will need to be taken this year to achieve these outcomes?
  1. Institutionalize practices in successful programs (like athletics)
* Key Actor(s):  who are the key people or roles at the College that need to be involved to achieve these outcomes?
  + All staff and faculty
  + Integrated in the fabric of what we do
  + PRIE office to examine what is successful in athletics
  + Talk to our coaches

# NEXT STEPS

## Anti-Racist Framework Next Steps:

* Small teams to engage in the e-convenings led by the USC Center for Race and Ethnicity (and coming back to share their learning)
* Cañada College Community Read
* Continuing our Critical Conversations:  at least 2 this fall
* Planning & Budgeting Council to review our Draft Anti-Racist Framework and discuss how best to apply it to everything we do

## Annual Strategic Priorities (aka, Annual Strategic Plan) Next Steps:

* Leadership Retreat recommendations shared with the larger community on Flex Day next week
* PBC to consider recommended strategic priorities, actions, and next steps at their first meeting
  + College Councils, Committees, and Work Groups will begin work on each of these priorities