



FLEX DAY SESSION NOTES

August 18, 2020

Continued Discussion: an Anti-Racism Framework and 2020-21 Strategic Priorities for Cañada College

Session Leaders: Vice President Manuel A. Pérez & Dean Karen Engel

Introduction

Approximately 50 participants joined VP Pérez and Dean Engel in a session during which the session leaders framed the discussion and then participants held break-out discussions followed by a plenary discussion.

Anti-Racist Framework

College student, faculty and classified staff leaders and administrators developed a draft Anti-Racist Framework for the College during the Leadership Retreat on August 12 & 13. It is:

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.

The **Areas of Impact the College** could consider for applying this Framework, in particular, include:

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

Strategic Priorities for 2020-21 (proposed)

Leadership Retreat participants applied the Anti-Racist Framework and the imperative to serve students effectively remotely during the COVID pandemic, to identify 6 top college-wide priorities for the coming academic year:

- Improve student completion by developing and implementing a comprehensive college-wide approach to enrollment management, student retention, and course scheduling

- Collaborate with K-12 and Adult School partners to promote relationships, seamless transitions, and alignment of pathways
- Expand and enhance marketing and effective communication of opportunities for students
- 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
- Promote a campus culture that fosters a climate of inclusivity
- Institutionalize effective structures and best practices of Hispanic-Serving and Asian American and Native American Pacific Islander Serving Institutions in order to reduce the obligation gap. [NOTE: These will include related Guided Pathways and Student Equity and Achievement Plan initiatives].

Resources Shared:

<https://canadacollege.edu/antiracism/>

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

Session attendees spent 20 minutes in small (5-6 people) randomly formed Break-out Groups

Session attendees came back together for a 35 minute plenary discussion

Notes from the Plenary Discussion

- Manuel Pérez: (PROMPT) Please share some of the ideas or reactions shared during your Break-out Discussion
- Jamie: how do we incorporate these ideas into our teaching and learning; and our classrooms
- David Reed: (Sharon) how do individual departments engage with this and change their practice? Ex, an online education rubric (tool?) for departments to do reflective work
- Lezlee Inman: The need to consolidate the resources so we can easily access support and materials
Also the idea of creating smaller accountability workgroups that keep in touch throughout the semester
- Michael: A takeaway from Saul: We can't underestimate the value of mentorship that is kind, genuine and involves human connection even when a white practitioner mentors a person of color.
- Saul: in mentoring (lifeguard analogy – when you through out a life vest, you're throwing out a resource; but we don't want the lifeguard to drown) the warm hand off is valuable in terms of the student taking up the resource or following up on the advice or suggestion. We, as educators, can open the doors for other people by reflecting on our academic journeys – when can success by providing resources when, in our hearts, we want others to succeed
- Nick DM: presenting it as an offer of resources, instead of an accusation of doing something wrong. which may encourage people to consider it more
- David Eck: mentoring powerful as we build our identities.
- Michael H: Running with that thread Saul started, there are some very concrete and simple practices we can work on scaling up, that also appear in the literature: Make sure each student is connected to someone with the capacity to follow up with them, take interest in their success. Those things can significantly increase retention, reduce equity gaps. This represents a shift in

the culture of professional practice on our campus. In the post civil-rights era, some practices that may appear race-neutral do not have race-neutral impact. AB 705 is one example.

- Rebekah: Maximizing collaborations. Communities of practice. Improve communication and critical feedback on different projects (if ACES is working on something, how can they make sure everyone is aware?)
- Alex C: In our breakout we discussed how anti-racism needs to not only dismantle overtly racist issues, but also address some of the more “invisible” systemic problems. This requires us to examine our “way we’ve always done it” to determine if this is detrimental to a subset of our population. One lens that was discussed was the impact of time costs/having the luxury of time to deal with a confusing and/or bureaucratic system and how that disproportionately impacts students with fewer resources.
- Milena: likes the Anti-Racism Framework. The components will help. One more component? Incorporating students? Can student-to-students engage in their own work – re microaggressions, to help change their culture as well (anti racist, anti oppressionist). Ours is to educate citizens who can spread anti-racism in our society
- Rebekah Sidman-Taveau: Good point Melena and Regular funding and support staff to carry it out
- Karen Engel: The Student Senate has identified anti-bias work as one of their priority initiatives for the year: <https://prezi.com/view/iYIKTzA9x1d83kOkMFxi/>
- Nimsi Garcia: A member of our group mentioned that they wanted to see more training regarding microaggressions (their impact & so forth). We shared this webinar from CORA Learning (Responding Racial Bias and Microaggressions in Online Environments <https://www.youtube.com/watch?v=9cEWQJ32nqU&t=2s>). I also believe that we do need to address the way that racism and microaggressions impact the students we serve and our colleagues (staff, faculty, and administrators) & ways to combat that.
- Yolanda Valenzuela: Often, there is a correlation between low socioeconomic status (SES) and less academic preparedness for college in students. In other words, often, student with a low SES (who are often students of color) attend K-12 programs that do not prepare them for transfer-level college classes, so they struggle in college. As a result, these students might be struggling in entry-level general education classes, like perhaps English 100/105. Can our administration collect data on students who have a low SES and see which entry-level college courses they are mostly taking, and then can our campus offer these students extra support so they can have more success in completing these classes. There can be an embedded tutor who helps during class and during a study group outside class, a retention specialist who can help professors connect these students to support services in a weekly fashion, and maybe even bring back Learning Communities where a professor and a counselor link their courses (done in this past).
- Susan Mahoney to Everyone: Following up with Saul and Michael - I think faculty are really well-positioned as mentors, and I find mentoring to be so valuable for me and the students... but over the last 15 years (higher class sizes and more tasks to do) I find I have less time for mentoring. It's frustrating. I've heard of schools that faculty (as part of load) are assigned 20 mentees. That would be great.
- Eileen Pippins: the difference between DEI and anti-racist work. Building on Milena’s comment: a lot of our students are coming from institutions where they have been marginalized. They come with hope. But new students may be coming with trauma. Anti-racism as an institutional model is so powerful because it makes what we’re talking about explicit. Love that we’re practicing this. What we are doing with this is trying to make a sharp turn from a cruise ship

that's been going 40 knots. This open discussion is liberating! Grateful for all of the allies - for standing up and showing up, even when you feel uncomfortable.

- David Eck: Let's be on something other than a cruise ship, right now. ... Great to hear from you, Eileen!
- Michael Hoffman: thank you for that motivation Eileen!
- Lorraine: how welcoming are we? Especially for our students who are still lacking technology access or the social capital necessary to navigate through this very complicated system. Just registering for our classes is so complicated – for new and continuing students! RE scheduling classes and the District calendar. We start a lot earlier than our Bay Area college colleagues! This impacts on our enrollment!!! The ones who find us late in OUR year are the ones that need us most!!
- Engel: Thank you Lorraine
- Eck: Our college's location is also a fundamental constraint — college on a hill distant from where many of our students live
- Engel: I'm taking notes and will save the Chat
- Mary Ho: Thanks Lorraine for sharing this! I feel at times we get in our way of doing equity work.
- Dr. Moore: appreciate everyone. This is ongoing work!
- Engel: where can we consider taking action?
- Manuel Pérez (PROMPT): What does action look like? In what domain can you see taking action on the ideas we're discussing? With five minutes remaining, please feel free to "flood the Chat."
- Sharon Bartels: have department meetings to make an action plan. then share ideas between departments
- David Eck: Know my students better than any of their other teachers know them
- Eileen Pippins: brown bag conversations on the regular. im also a facilitator
- Sharon Bartels: have department meetings to make an action plan. then share ideas between departments
- David Reed: Develop a rubric/instrument that departments/offices can use to start the process of critically examining their work through an anti-racist lens
- Linda Bertellotti: For the college to be a hub for the community, to provide access and be a place where people think to go for support.
- Adolfo Leiva: Inclusivity... Access to resources.... Create a comprehensive resource listing. Open conversations for program staff. Continue the dialogue and be mindful of challenges facing our students.... Recognize that I may not understand the challenges facing students and that I need to understand them in greater depth
- Rebekah Sidman-Taveau: Read or dialogue a bit everyday. Name and support what is being done. This three part retreat his been important and meaningful. Thank you. I hope we sustain our work longterm..
- Lorraine Barrales-Ramirez: coming from the heart: How I would like to be treated. How I would want my children to be treat. With heart.
- Max Hartman: Create spaces for folks to engage in radical self reflection on how they contribute to systemic racism.
- Annie Barry: solicit direct feedback from students on their experiences and needs especially in our school system and make their voices heard
- Maria Huning: We are all coming to the table with different tools as well as baggage. We need resources and conversations to build a solid foundation in this process. Give us the time to connect like this!

- Ariela Villalpando: This is a ongoing movement and not a moment...Anti-racist work is continuous and should always be at the forefront
- Gloria Darafshi: Identify barriers in the matriculation process that discourage students from entering college; examine why our college attracts so few African-American students.
- Nick DeMello: if school and work is going to be online, make sure every can get online. think about broadband as a necessary and fundamental community resource
- Alison Field: More deep relationship & trust building for that unpacking. Yes, like Max said - create those spaces for self reflection.
- David Meckler: collect really detailed data on scheduling -- per day, per week and the length of the semester -- and how it impacts all students, but location, SES, ethnicity, etc.
- Anna Budd: Encourage all of my students to embark on the Jungian Hero's Journey, as an act of self-empowerment.
- Paul Naas: Reflect on what I may be doing unconsciously that is contributing to the problem and address those issues.
- Eileen Pippins: I have a copy of White Fragility to donate. email me at pippinse@smccd.edu
- Saúl Miranda: Group painting events with a conversation about anti-racism.
- Maria Huning: Yes! Thank you for starting the conversation, let
- David reed: Thanks to our facilitators!
- Bob Haick: Not only is it a multi year process for us, but as I've listened to others outside of education speak about this being a generational shift it is a humbling but critical necessity for our nation and people.
- Lorraine Barrales-Ramirez: thank you!!
- Sandra Mendez: Thank you!
- Rebekah Sidman-Taveau: Thanks for a meaningful session.