President’s Welcoming Remarks

Dr. Jamillah Moore
October 15, 2020 FLEX DAY
Honoring Dr. Gena Rhodes

**HONOR** Dr. Rhodes’ practice of passion for serving students, supporting their holistic health, and promoting campus well-being with equity

**CELEBRATE** Dr. Rhodes’ legacy and long-lasting relationships at Cañada College and the many students she supported along the way
• Cañada’s Summer and Fall ‘20 headcounts are stable and better than statewide averages
• The number of First-Time students enrolling this Fall is actually up by 4%!
• Students are taking slightly fewer units, on average
• We saw a slight drop in fall-to-fall persistence rates (35% v. 40%)
College Resources

• Programs may request resources via the Annual Update process
  • See the Program Review website
  • Due to your Dean/VP by October 23, 2020
  • Final requests (with feedback from Dean/VP incorporated) due November 4, 2020
  • For 1:1 support contact members of the new Program Review Work Group at CANprogramreview@smccd.edu

• College resources may be severely constrained next year as presented in the Economic Outlook presented at PBC and posted on the PBC website
Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.
Becoming an Antiracist Institution

October 15, 2020

FLEX DAY
Topics

• College Equity & Inclusion to Date
• Setting the Context for Antiracism
• College Commitments to Antiracism
• Current Initiatives
• How can we connect to the work?
College Equity & Inclusion to Date

Professor Ray LaPuz, Mathematics
Professor Rebekah Taveau, ESL, ACES
THE PROGRAM HAS THE FOLLOWING OBJECTIVES:

• Deepen faculty’s understanding of how people learn
• Change teaching behavior to support student learning
• Engage STEM faculty in habits of reflection
• Nurture a tradition of continued learning about teaching
• Build a faculty learning community
THE FLP IS ORGANIZED INTO TWO PARTS THAT ARE IMPLEMENTED OVER A 10-MONTH PERIOD DURING THE ACADEMIC YEAR. IN THIS WAY, LEARNING ACTIVITIES ARE SITUATED WITHIN FACULTY’S EVERYDAY WORK.

Part I: Focus and activities

• Explore and discuss current research on how people learn and how to support learning

• Try out and become familiar with teaching routines for active learning in your classes

• New curriculum is in the designing phase to address equity issues, especially in the STEM fields.
THE FLP IS ORGANIZED INTO TWO PARTS THAT ARE IMPLEMENTED OVER A 10-MONTH PERIOD DURING THE ACADEMIC YEAR. IN THIS WAY, LEARNING ACTIVITIES ARE SITUATED WITHIN FACULTY’S EVERYDAY WORK.

Part II: Focus and activities

- Apply research on learning and teaching into redesigned course
- Learn and practice skills in observing and providing feedback on teaching
- Reflect on one’s teaching practice through peer observations with peers
PEER OBSERVATIONS

Peer Observation Task

The purpose of this task is to observe and discuss teaching practices with peers.

**Before the peer observation:**

1. Answer the "describe the context" questions highlighted below. Type your answers directly next to each question.
2. Place a link to your video file below this grey, or directly upload your video to this page.

**Materials and procedure for the peer observation meeting:**

1. All participants should have a copy of the [observation instrument](#) to collect observation notes. Refer to [Feedback chart](#) for examples of "Warm," "Cool," and "Hard" feedback.
2. The faculty-presenter needs the [Faculty Reflection Guide](#), which will be completed during and after the meeting.
3. Follow the protocol below.

**After the peer observation meeting:**

1. The faculty-presenter will complete their reflection guide. Submit the reflection to: [Video 1 - Faculty Reflection](#)
2. Link online in Canvas within a week following the peer observation group meeting.
FLP Full Course

Part 1: Learners & Learning
- 2-Day Workshop +
- 7 online meetings &
- Tasks & Readings

- How people learn
- Importance of talk
- Facilitating conversations
- Developing expertise
- Motivational factors in learning
- Mindset & Stereotypes
- Learning Synthesis

Part 2: Peer Observations
- 3 practice videos
- 4 video meetings (all online)

- Reflective practice
- Observable evidence
- Productive feedback
Academic Committee for Equity and Success Top 10

Dr. Rebekah Sidman-Taveau
ACES Faculty Coordinator
1. Student Equity Plans & Teaching about Equity

Cañada College
Student Equity Plan

Equality Versus Equity

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

September 14, 2015
2. Data Driven Inquiry. 3. Equity in Program Review

26+ Inquiry Projects resulting in initiatives and task forces
4. Local, State, Reg. Nat. Equity Trainings Shared

LINKS 2018
The Fierce Urgency of Now: Preparing for Change
A Two-day Leadership and Learning Convening
April 20-21 at the Ventura Crowne Plaza Hotel
Equity Presentations/Workshops Every Flex

Welcome to our Fostering Community, Engagement, and Classroom Culture Brainstorm
Lucia Olson and Rebekah Taveau

Academic Committee for Equity and Success: Starting Students Strong Faculty and Staff Exchange
Flex Day August 15, 2017
Rebekah Taveau, Anniqua Rana, Hannah Morrison, Marisol Quevedo, and Michael Hoffman

CAÑADA COLLEGE
Academic Committee for Equity and Success (ACES)
Designing a Cohesive Equity-embedding Framework for Student Success
Building 2, Room 10
October 17, 2017
Arminia Porter, J.D.
Arminia@3csn.org
Paula Brown, M.S.
Paula@3csn.org

A Focus on Equity Data: How and Why
1-2:30pm 3-142
Tracy Huang, Rebekah Taveau, Michael Hoffman

Culturally Responsive Teaching and Learning (CRTL)
11:35-12:25pm Jan 52, S 154
Rebekah Taveau, Jadi Carey, Kiran Malwade, and Michael Hoffman

Fostering and Sustaining Inclusive Classrooms for Students of Color
USC Race and Equity Center E-Convening
Patty Hall, Rebekah Taveau, David Reed, David Meckler
Men of Color in Community Colleges Research

Dr. Frank Harris III    Dr. J Luke Wood

- 40+ Recommended Equity Readings
- Recommended Readings on “Men of Color” in College
- Making Change for Equity
  ACES Publication
High Impact Instructional Interventions and Personal Equity Data Investigations
Rebekah Taveau and Michael Hoffman, 2019
5. **Equity Resolution.**

Resolutions on Equity
Cañada College, Feb. 20, 2018

Whereas we celebrate our diversity of race, ethnicity, gender, gender identification, sexual orientation, age, ideology, religion, language, culture, national origin, abilities/disabilities, socioeconomic status and other forms of diversity and embrace all students regardless of their immigration status;

Whereas we strongly oppose intolerance and racism which harms the morale, well-being, and productivity of our community and society;

Whereas we acknowledge that racism, discrimination, hate speech and hate crimes have occurred and continue to afflict our students in their everyday lives;

Whereas the San Mateo County Community College District (SMCCCD) “supports, promotes, values, respects and protects all students and employees of the District, irrespective of their immigration status, or that of their families” (SMCCCD Resolution, 17.1, 2017);

Whereas “success, equity, and social justice for our students” are fundamental goals of the SMCCCD ([Students First District Strategic Plan](#));

Whereas the SMCCCD is committed to creating a socially just environment for students, faculty, staff, and the community we serve (Board of Trustees, [Affirmation of Social Justice](#), 2016);

Whereas Cañada College supports the [Skyline College Resolution on Equity of 19 October, 2017](#) (SCR, 2017, 1-2) and [College of San Mateo Commitment to Educational Equity](#), 2017 (CSM, 2017, 1);

Whereas all students regardless of immigration status, faculty, staff, and administrators have the right to be “in an environment free of hatred, bigotry, and intolerance” (SCR, 2017, 1):

Therefore, Be It Resolved, that Cañada College reaffirms its commitment to promoting:

- equity in all areas and levels of our institution;
- an inclusive environment; and
- a campus-wide climate that “reflects mutual respect among faculty, students, staff, and administrators and appreciation for diversity” (SCR, 2017);

Resolved, that Cañada College affirms its commitment to social justice and equity by continuing to develop and sustain:

- campus wide forums for sharing and learning about issues of racism and bias
- course curriculum across disciplines addressing issues of racism and bias


[Video 1 of presentation to Board of Trustees](#)
7. **Equity Video**

**Academic Committee for Equity and Success (ACES)**

**Overview**

The Academic Committee for Equity & Success (ACES) addresses student equity and success, particularly in courses below transfer level and for disproportionately impacted student groups, by supporting equity related programs and initiatives. All are welcome at our meetings, so please join us!

**ACES Mission**

Collaborate, build capacity, and advocate across campus to ensure all students have equitable opportunities to achieve their goals.

We care about Student Equity at Cañada College
8. **Equity Lecture Series (ELS): 2018**

- For College and Community
- BiMonthly
- Day & Eve
- 80+ participants

**Honoring our Heritages and Community Empowerment**

On February 7, Dr. Melina Abdullah, Chair of Pan-African Studies, California State University, Los Angeles, gave an informative and inspiring talk on “The Importance of Black History Month.” This was the first of the 2018 Equity Lecture Series (organized by the Academic Committee of Equity and Success) and a successful start to the many exciting events at Cañada College to come this February. Dr. Abdullah’s talk was attended by 80 people including students, faculty, staff, administrators, colleagues from SMCCCD and members of the community.
Leelee Jackson, Cañada alum
Play: *Comb Your Hair or You'll Look Like a Slave*
Play: *Carlota*
One of the country’s leading voices and advocates for criminal justice and prison reform.
Building Racial Literacy: Using Latinx Community Assets for Academic Success

Dr. Marcos Pizarro
Associate Dean, College of Education
Professor, Chicanx Studies

Activating Life, Re-Imagining Identity: Queer Latinx Activism in 1990s San Francisco

This presentation analyzes how one social service agency, Proyecto ContraSIDA por Vida, negotiated and reimagined identity politics to respond to the social crisis that surrounds the AIDS pandemic. Through an examination of the agency’s programming, flyers, and events, Dr. Rodriguez documents how it employed various creative strategies of organizing and intervention to enrich the cultural and political climate in the service of radical social change.

THURSDAY, OCTOBER 4, 2018:
Day: 12:45 (sign-in & snacks); Talk: 1 - 2 p.m. | Bldg. 2-10
Evening: 5:45 (sign-in & snacks); Talk: 6 - 7 p.m. | Bldg. 3-142
*Tea with Dr. Rodriguez*: Join us for some conversation with our special guest 2:15 - 3 p.m. in Bldg. 9-307 (Social Sciences Hub - Space is limited)

Hosted by: Academic Committee for Equity and Success (ACES) | Co-sponsored by the Social Sciences
“Personal Histories From the Middle East”

Zawaya Aswat Ensemble

Please join us for a panel discussion with five Cañada College students with roots from Middle Eastern Countries as they share their personal histories.

Immediately afterward, follow us to the Grove for a performance by the Aswat Ensemble as they play folk music from Iran, Iraq, Jordan and Palestine.

Wednesday, November 14, 2018
“Personal Histories from The Middle East”
12:00 - 1:30 p.m. Bldg. 2-10
Zawaya Aswat Ensemble
1:30 - 2:30 p.m. the Grove

Hosted by: Academic Committee for Equity and Success (ACES). Light refreshments will be provided.
Making Equity The Center of All That You Do.

Dr. Veronica Keiffer-Lewis, organizational equity and Cultural Humility Specialist
Interactive Talk on Personal and Collective Healing

This interactive talk will be followed by an introductory meditation session to help you connect with your body and breath. Together, we will explore why radical self-care and reconnecting to our ancestral healing practices is critical for the work of liberation.

Thursday, March 7, 2019
Building 6 Room 101/102
11 am - 12:30 pm

Light refreshments and snacks will be provided.

Hosted & Sponsored by The Academic Committee for Equity and Success (ACES)

Ethnic Studies OPEN CLASS featuring:
Sociology Professor Robert Lee

“Racial Oppression in America: A Bourdieuan Analysis”
SOCI 141: Race and Ethnicity in Society

This talk will present the work of Loïc Wacquant in connection to his analysis of race relations in the US. How have various institutional structures throughout American history defined, confined, and controlled African Americans? Special attention will be placed on the role of the ghetto and hyper-ghetto prison as uniquely constituted spatial configurations that have fomented the creation and reproduction of racial inequalities.

Monday, April 15, 2019,
Building 6, Room 101/102 | 9:45 - 11am

Light refreshments and snacks will be provided.

Hosted by: Academic Committee for Equity and Success (ACES) | Co-sponsored by the Social Sciences
Everyone is Welcome Here, a Community-Building Music and Spoken Word Celebration with Aisha Fukushima, global rapivist, performance artist, and educator.
Professor of Psychology
Dr. Ami Smith

Professor Ami Smith has taught at Cañada College since 2013. Dr. Smith earned an M.A. and Ph.D. in Clinical Psychology from Wayne State University and did a postdoctoral fellowship at Emory University. She teaches psychology classes including Prejudice and Discrimination, Abnormal Psychology, and Social Psychology.

Come learn about biases and join the discussion!

THURSDAY, Feb. 6, 2020
Building 6, Room 101/102
Talk and Discussion: 11:00am - 12:30pm
Light lunch served

Hosted by: Academic Committee for Equity and Success (ACES) and Social Sciences

Inclusivity and Activism: Amplifying Student Voice on Campus and Beyond
2020 Series Workshop 2, Thursday March 5, 3-142

1-1:15pm: Introduction
  - Introduction: Director of Student Life Michiko Kealoha

1:15-1:55pm: Poetry and Spoken Word
  - Student Speakers:
  - Jasonin Padilla: Student Names and Name Origins in the Classroom
  - Gage Amos: Respect in the Classroom
  - Adrian Ait: Men of Color: More than a Statistic in the Classroom
  - Short Q & A

1:55-2:15pm Student Stories:
  - Student Speakers:
  - Aileen Ghanem: Gender Equality in the Classroom
  - Karolyn Paz Rubio: Believing in Students Starts with You
  - Short Q & A

2:15-3:15pm: Research Based Presentations
  - Student Speakers:
  - Kaisen Yao and CheukYin Lee: Supporting International Students Research
  - Diego Zavala: Growth Mindset, Grit, and How Attitude Transforms Students
  - Lorenzo Villanueva: Supporting Students with Recognizing Their Achievements
  - Short Q & A

3:15-3:30pm: Summing up
  - Q & A
  - Closing Remarks: Michiko Kealoha

Sponsored by: Academic Committee for Equity and Success (ACES) and The Center for Student Life and Leadership Development
Activism and Change 2020

Facilitators: Professor Elizabeth Terzakis, English; Professor David Eck, Philosophy; Professor Lezlee Ware, Political Science; and Professor Ami Smith, Psychology

Thursday, Sept 17, 2020
2:15pm - 3:45pm
Virtual Zoom Meeting*

*Zoom Link: https://smccd.zoom.us/webinar/register/WN_PDk_TuV1T9qwzYrSMG6AA

Description of Talk:
What does activism mean to you? How does your understanding of social justice inform your activism? Do we live in a better world compared to May 2020? Professors Terzakis, Eck, Ware, and Smith will discuss some of the social upheavals that have occurred in 2020. Much of the conversation will focus on student submitted questions related to social justice and activism in 2020. We ask people interested in the forum to complete the Pro-Meeting Survey, Question and Change in 2020. Further, if you plan on attending the meeting for extra credit in a class, you will also need to complete an in-meeting survey.

Our discussion on Activism and Change in 2020 will take place via Zoom. Please note that participants will need to authenticate their identity by signing into the Zoom meeting with their my.smccd.edu (or smccd.edu) email. If your Zoom app is not linked to an SMCCD email account, then select the “SSO” login option. See Way #3 in following guide for information on how to authenticate using the “SSO” option. If you are unsure whether you can authenticate your SMCCD identity in Zoom, you may use the following test zoom link at any time before the meeting: SMCCD Zoom authentication test. (Please note, this link is only for testing authentication. See the green box above for the link to the meeting.)

Getting the Vote and Your Voice Out

Professor Alicia Aguirre

Professor Alicia Aguirre, City Council member and former Mayor of Redwood City, will lead a discussion on the importance of voting and ways to promote voting in your community. She will also discuss ways to get your voice out and the voice of others out, even if you are not able to vote.

Come learn about promoting voting and join the discussion!

Thursday, Oct. 8 2020:
11:00am - 12:30pm via Zoom
Talk and Discussion
https://smccd.zoom.us/webinar/register/WN_8wPVoWy9Stm1tenzCPRLg

Hosted by: Academic Committee for Equity and Success (ACES)

The Social Sciences, in collaboration with ACES & ASCC, welcome you!
ELS 2017-2020: Average 80+ participants, positive feedback from surveys and student reflections

October 14, 2020 at 6:30 - 8:00 p.m. via Zoom

**Speaker Lauren Olivia Ruffin, JD,**
Lauren Olivia Ruffin, JD. Co-founder, Crate, an organization that lifts up Black artists, and founder of the **Artist Campaign School**, a group that trains artists how to run political campaigns, will lead a dynamic discussion of political and anti-racist art.
[Click here for artist bios.](#)

**Artist activist Sheldon Scott**
[https://sheldonscottstudios.com/](https://sheldonscottstudios.com/)

**Artist activist Kristina Wong**

**Artist activist Michelle Angela Ortiz**
[https://www.michelleangela.com/](https://www.michelleangela.com/)

Join Them by Registering on Zoom at:
[https://smccd.zoom.us/webinar/register/WN_faG9wsnrT_ao60ne5V7xMg](https://smccd.zoom.us/webinar/register/WN_faG9wsnrT_ao60ne5V7xMg)
Equity Supported Work

9. Members: Dreamers, Spark Points, ASCC, Puente, Learning Center, DRC, Promise, BTO, Retention Specialist, Library, Counselors etc.
Social Justice Resources

- Understanding and Disrupting Systemic Oppression
- Student Success and Equity Resources
- 40 Recommended Equity Readings
- Recommended Readings on “Men of Color” in College
- Teaching Men of Color Library guide
- Equity in Education Library Guide

We attended dozens of trainings and shared Learning Take Aways
Setting the Context for Antiracism

Dr. Manuel Alejandro Pérez
Vice President of Student Services
Ramaytush Ohlone Peoples

Native languages (not all listed)
- Penutian
- Hokan
- Uto-Aztecan
- Athapaskan
- Yukian
- Algonquian

Population decline

Year
- 1770
- 1830
- 1845
- 1855
- 1910
- 1970

Population
- 0
- 100,000
- 200,000
- 300,000

The Hoken language is primarily from Southern California, Arizona, and Baja Mexico.

Some tribes may have multiple spellings and different names. For instance, the Juancho band of Indians is also known as Acushman, and the Gabrieleno are known as Tongva.
Setting the Context for Antiracism: Why it matters.
“We are committed to social justice and ensuring equity, diversity, opportunity and inclusion. As a college, we continue our conversations about the critical need for anti-racist practices, services, and teaching in our community.”

- message from Dr. Jamillah Moore to Cañada College on June 19, 2020
Setting the Context for Antiracism: Why it matters.

Diversity

“The history of diversity in higher education has evolved from a narrow focus on compositional, structural, or representational diversity (e.g., counting students, faculty, and staff from underrepresented and minoritized groups) to more fully addressing issues of equity, inclusion, justice, nondiscrimination, climate, and inclusive excellence. CDOs advocate for institutions to adopt and frame the work of EDI from comprehensive definitions that recognize compositional diversity as a necessary but insufficient condition for success.”

Standards of Professional Practice for Chief Diversity Officers in Higher Education 2.0
National Association of Chief Diversity Officers in Higher Education – March 2020
Setting the Context for Antiracism: Why it matters.

Equity as Obligation Gap

“...the gap between what community colleges as service institutions provide vis-a-vis the actual needs of the students these institutions serve.”

Minding the Obligation Gap in Community Colleges and Beyond: Theory and Practice in Achieving Educational Equity
Sims, Taylor-Mendoza, Hotep, Wallace, Conaway – May 2020
Setting the Context for Antiracism: HSI and AANAPISI

HSI

The Developing **Hispanic-Serving Institutions** (DHSI) Program provides grants to assist HSIs to expand educational opportunities for, and improve the attainment of, Hispanic students. These grants also enable HSIs to expand and enhance their academic offerings, program quality, and institutional stability.

AANAPISI

This program provides grants and related assistance to **Asian American and Native American Pacific Islander serving institutions** to enable such institutions to improve and expand their capacity to serve Asian Americans and Native American Pacific Islanders and low-income individuals.
Setting the Context for Antiracism: **Why it matters.**

**diversity:** variety of identities

**equity:** focus on the gaps between groups

**inclusion:** sense of belonging

**social justice:** fairness thru distrib. of wealth and opportunity

**liberation:** freedom of thought, belief, and action
Student Equity Policy (1991/1992) – CA legislates that public education will provide educational equity “through environments in which each person ... has a reasonable chance to fully develop his or her potential.” (Educational Code 66010.2c); focus on historically underrepresented groups in higher education having equal opportunity to access, success, and transfer

Affirmative Action Initiative or Proposition 209 (1996) – amended CA constitution; state can not discriminate or treat differently on the basis of race, sex, color, ethnicity, or national origin in public employment and education

Equity in Excellence Grant for USC’s Center for Urban Education (2012/2013) – gives way to equity-mindedness and the pursuit of personal and institutional responsibility for student success; critically-reassess practices, require race-consciousness and awareness of social and historical contexts for exclusion in American Higher education
Student Success Act (2012/2013) – creates the Student Success & Support Program Plan and Student Equity Plan as a result of the Student Success Task Force of 2012; focus is on addressing matriculation and retention of underrepresented groups

Student Equity & Achievement Program Plan (2018) – merged Student Success & Support Program Plan (SSSP), Basic Skills, and Student Equity with the goal of merging interventions and outcomes to eliminate achievement gaps for underrepresented groups

Proposition 16 (2020) – ballot measure to repeal Proposition 209 from CA constitution
Setting the Context for Antiracism: Why it matters.

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.


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.

How to be an Antiracist, Dr. Ibram X. Kendi
Our mission is to illuminate, disrupt, and dismantle racism in all its forms.

USC Race & Ethnicity Center
The country was founded upon racism and its effects can be seen in everything from housing to economic inequality to education. He says the “treatment” for racism is similar to the one he received for cancer. Scan the body to see where the tumors (or racist policies) are, surgically remove them, then flood the whole body with medicine to make sure even the invisible tumors are treated. That systemic treatment prevents a recurrence of the cancer. Then watch the body closely for signs of new tumors and treat quickly if there are signs the cancer is returning.
College Commitments to Antiracism

Dr. Jamillah Moore, College President
Aimée Kanadjian, Student Senate (ASCC) Campus Inclusion Team Committee
Diana Tedone-Goldstone, Academic Senate President
Jeanne Stalker, Classified Senate President
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.
Cañada College Antiracism Task Force

Duration
• October 2020 – May 2021

Scope of Work
• Addressing feedback on the Antiracism Framework and returning to PBC with a Framework for adoption
• 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: January, March
• Evaluate progress

Proposed Membership
• 2 administrators, 2 faculty, 2 classified staff, 2 students + a possible external Anti-Racism Consultant (dependent on approved funding)
• Members to be named by Academic, Classified and Student Senates as well as administration (for admin reps) by October 22, 2020
Student Senate (ASCC) Antiracism Goals

Aimée Kanadjian
Student Senator (ASCC)
Chair, Campus Inclusion Team Committee
• SENATE GOAL: Work with CIETL and ACES to support anti-racism and equity professional development training for faculty.

• SENATE GOAL: Work with District Academic Senate on equity and anti-racism projects, including faculty evaluations, hiring practices, district and college policies and procedures, ethnic studies support, and training.

• Lead faculty for the USC Racial Equity Alliance
  • Natalie Alizaga
  • Michael Hoffman
  • Elizabeth Terzakis
  • Lezlee Ware
Classified Senate Officers and Members continue to participate in the campus Anti-racism initiatives:

- Attending Campus Critical Conversations
- Completed the Five 2-hour sessions of Minding the Obligation Gap in Community Colleges Summer Learning Institute
- Participating in anti-racism conversations on the college councils and committees
- Selected for the four-part series of the Caring Campus initiative, which concludes today
- Promoting and attending ACES Events
- Participating in the USC Equity Institute
- Attending Board of Trustees Meetings
- Continue as part of the Chancellors Steering Committee to create the Chancellors Council on Anti-Racism including anti-oppression and best practices for our District and Colleges
- Attend ASCC events and continue to support our students

Classified Senate members have a strong commitment to being part of the positive change against institutionalized racism in our college, district, and in the communities where we live.

We are committed to always putting our Student First!
Current Efforts

Dr. Karen Engel, Dean of PRIE
Dr. Manuel Alejandro Pérez, Vice President of Student Services
Mayra Arellano, Director of High School Transitions & Dual Enrollment
Dr. Tammy Robinson, Vice President of Instruction
USC Racial Equity Leadership Alliance

- Professional learning
- Virtual racial equity resource portal
- Campus climate surveys: Using the National Assessment of Collegiate Campus Climates (NACCC)
## Critical Conversations & Community Read

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 23, 2021 1:30 – 3:00 PM</td>
<td>Full Book Review</td>
</tr>
<tr>
<td>March 15, 2022 1:30 – 3:00 PM</td>
<td>Ch. 16 – Ch. 18 Topics: failure, success, survival</td>
</tr>
<tr>
<td>February 5, 2021 1:30 – 3:00 PM</td>
<td>Ch. 12 – Ch. 15 Topics: class, space, gender, sexuality</td>
</tr>
<tr>
<td>November 20, 2020 1:30 – 3:00 PM</td>
<td>Ch. 6 – Ch. 11 Topics: body, culture, behavior, color, White, Black</td>
</tr>
<tr>
<td><strong>October 16, 2020 1:30 – 3:00 PM</strong></td>
<td><strong>Intro – Ch. 5 Topics: definitions, dueling consciousness, power, biology, ethnicity</strong></td>
</tr>
<tr>
<td>July 22, 2020 3:30:5 p.m.</td>
<td>• Plenary Discussion Notes (Draft)</td>
</tr>
<tr>
<td></td>
<td>• Presentation</td>
</tr>
<tr>
<td>June 24, 2020 3:30:5 p.m.</td>
<td>• June 24 Campus Invitation</td>
</tr>
<tr>
<td></td>
<td>• Questions and Responses</td>
</tr>
<tr>
<td>June 8, 2020 9-10:30 a.m. and 1-2:30 p.m.</td>
<td>Initial discussion</td>
</tr>
</tbody>
</table>
Anti-Racism in our Community Connections

College Priority- Strengthening our K-12 & Adult School Partnerships

● Prioritizing Equity in Early College Programs:
  ○ Creating a Dual Enrollment Program
  ○ Strengthen communication with and engagement of parents
  ○ Promise Scholars Program - Enhancing Graduation Rates

● Informing our community about Cañada College as a gateway to advance postsecondary attainment and entry into the workforce.
  ○ Partnering with HS counselors to promote early college exposure
  ○ Sharing Resources available to our community - WiFi Access, Food Distribution, Tutoring and Legal Services

Save the Date: High School and Community Partners Forum
Friday, November 6, 2020
Multicultural Center – Building 9

- Sept. – Oct. 2020: Campus Presentations
- Nov. – Dec. 2020: College Focus Group Sessions
How do we connect to the work?

Dr. Manuel Alejandro Pérez, Vice President of Student Services
Q&A

Dr. Manuel Alejandro Pérez, Vice President of Student Services
BREAK

10:35 – 10:50 a.m.
College-wide Strategic Initiatives

October 15, 2020
Flex Day
Leadership Retreat helped identify and refine our strategic priorities for this year.
## Annual (operational) Plan adopted by PBC for 2020-21

<table>
<thead>
<tr>
<th>Strategic Priority</th>
<th>Lead Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve student completion via online student success</td>
<td>Dr. Tammy Robinson, Vice President Instruction</td>
</tr>
<tr>
<td>High School and Adult School partnerships and student pathways</td>
<td>Mayra Arellano, Director of High School Transitions and Dual Enrollment</td>
</tr>
<tr>
<td>Marketing and communications</td>
<td>Megan Rodriguez-Antone, Director of Community Relations and Marketing</td>
</tr>
<tr>
<td>Professional learning</td>
<td>David Reed, Dean of ASLT</td>
</tr>
<tr>
<td>Fostering a campus climate of inclusivity</td>
<td>Dr. Manuel A. Pérez, Vice President of Student Services</td>
</tr>
<tr>
<td>Institutionalize student support structures that address obligation gaps</td>
<td>Dr. Manuel A. Pérez, Vice President of Student Services</td>
</tr>
<tr>
<td>Hiring and retention of diverse employees</td>
<td>College Cabinet</td>
</tr>
</tbody>
</table>

[Cañada College Annual Plan for 2020-21](#)
<table>
<thead>
<tr>
<th>Strategic Priority</th>
<th>Guided Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve student completion via online student success</td>
<td>X</td>
</tr>
<tr>
<td>High School and Adult School partnerships and student pathways</td>
<td>X</td>
</tr>
<tr>
<td>Marketing and communications</td>
<td>X</td>
</tr>
<tr>
<td>Professional learning</td>
<td>X</td>
</tr>
<tr>
<td>Fostering a campus climate of inclusivity</td>
<td>X</td>
</tr>
<tr>
<td>Institutionalize student support structures that address obligation gaps</td>
<td>X</td>
</tr>
<tr>
<td>Hiring and retention of diverse employees</td>
<td></td>
</tr>
</tbody>
</table>

Cañada College Annual Plan for 2020-21
Four Pillars of Guided Pathways

1. Clarify the Path
2. Enter the Path
3. Stay on the Path
4. Ensure Learning

Cañada College Interest Areas

Interest Areas at Cañada College are groups of similar programs of study. As part of your first semester at Cañada, you'll be able to explore careers and program requirements in each group. Explore what's right for you!

Explore Academic Programs of Study

Learn About Interest Areas

- **Art, Design & Performance**
  Create or perform everything from digital art and animation, studio art, musical and theatrical performances, interior design, fashion, and graphic design.

- **Business**
  Prepare for positions in administration, marketing, accounting, and management within large and small businesses, and get help in starting your own business.

- **Human Behavior & Culture**
  Consider a career in the social sciences, education, or language arts. In the Human Behavior and Culture Interest Area, study a wide range of topics that impact our communities.

- **Science & Health**
  Degrees in this Interest Area can lead to careers as engineers, scientists, radiologic technologists, fitness trainers, dietitians, environmental educators, and medical assistants, among many other options.
Human Behavior & Culture
Lead Faculty: David Eck

Art, Design & Performance
Lead Faculty: David Meckler

Science & Health
Lead Faculty: Attila Elteto

Business
Lead Faculty: Gampi Shankar

Interest Area work this year:
Design and Launch First Year Experience Programs
Create Career Exploration experiences for students
Improve and maintain Program Maps – for each program of study
GUIDED PATHWAYS STRUCTURE 
2020 - 2021

• STEERING COMMITTEE: responsible for scaling Guided Pathways through a multi-year strategic plan and providing resources for Interest Area Groups/Success Teams

• INTEREST AREA GROUPS: Meets regularly with Interest Area faculty and staff to develop First-Year Experience program and Career Exploration component by Summer 2021, as well as optimizing the schedule and program maps for Interest Area students (prospective, new and returning).

• SUCCESS TEAMS: operations team; frequent contact with Success Team members and interest area students with the goal to ensure every new student is connected, contacted, and feels a sense of belonging
An **Interest Area** is a group of academic degree and certificate programs that share common core required courses and which may be similar in terms of the career interests students may have.
A Success Team is a small group of college faculty, staff and administrators who monitor student-level data in the Interest Area (and build and manage relationships with each student in the Interest Area) to help each student with:

- Onboarding and matriculation
- Retention and persistence
- Completion of education goals
• Co-Chairs (2)
• Interest Area Faculty Leads (4)
  o Art, Design, & Performance – David Meckler
  o Business – Gampi Shankar
  o Human Behavior & Culture – David Eck
  o Science & Health – Attila Elteto
• Instructional & Student Services Deans (6)
• Best Practices Representatives (2)
• Data Analyst (1)
• Classified Professional Representatives (2)
• Student Representative (1 – 2)
STEERING COMMITTEE 2020 - 2021

• Co-Chairs (2)
• Faculty Leads (4)
• Deans (6)
• Best Practices Reps (2)
• Data Analyst (1)
• Classified Reps (1 - 2)
• Student Reps (1 – 2)

INTEREST AREA GROUPS 2020 - 2021

• Leadership Team:
  • Interest Area Faculty Lead
  • Interest Area Program Services Coordinator
  • Interest Area Dean (ADP: Hyla, B: Hyla, HBC: James, SH: Ameer)

• Larger Team:
  • Interest Area Faculty
  • Data Coach
  • Special Program Specialists (invited via Interest Area PSC)

• Goals:
  • FYE launch by Summer 2021
  • Career Exploration by Summer 2021
  • Program Mapper and schedule optimization
<table>
<thead>
<tr>
<th>STEERING COMMITTEE 2020 - 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Co-Chairs (2)</td>
</tr>
<tr>
<td>• Faculty Leads (4)</td>
</tr>
<tr>
<td>• Deans (6)</td>
</tr>
<tr>
<td>• Best Practices Reps (2)</td>
</tr>
<tr>
<td>• Data Analyst (1)</td>
</tr>
<tr>
<td>• Specialist Reps (1 - 2)</td>
</tr>
<tr>
<td>• Student Reps (1 – 2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTEREST AREA GROUPS 2020 - 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Leadership Team:</td>
</tr>
<tr>
<td>• Faculty Lead</td>
</tr>
<tr>
<td>• Program Services Coordinator</td>
</tr>
<tr>
<td>• Interest Area Dean</td>
</tr>
<tr>
<td>• Larger Team:</td>
</tr>
<tr>
<td>• Interest Area Faculty</td>
</tr>
<tr>
<td>• Specialists</td>
</tr>
<tr>
<td>• Data Coach</td>
</tr>
<tr>
<td>• Goals:</td>
</tr>
<tr>
<td>• FYE, Career Expl., Sched. Opt., Program Mapper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUCCESS TEAMS 2020 - 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Core Success Team:</td>
</tr>
<tr>
<td>• Retention Specialist</td>
</tr>
<tr>
<td>• Counselor</td>
</tr>
<tr>
<td>• Faculty Lead</td>
</tr>
<tr>
<td>• Data Coach</td>
</tr>
<tr>
<td>• Peer Mentor(s)</td>
</tr>
<tr>
<td>• Additional Team Members:</td>
</tr>
<tr>
<td>• Program Services Coordinator</td>
</tr>
<tr>
<td>• Interest Area Dean</td>
</tr>
<tr>
<td>• Special Program Retention Specialists</td>
</tr>
<tr>
<td>• Goal: ensure every student is contacted, connected and feels a sense of belonging</td>
</tr>
</tbody>
</table>
SUCCESS TEAM: RETENTION SPECIALIST

Areas of Impact

• Create channels for frequent and consistent communication to students (text, email, phone, etc.)

• Daily maintenance of system for all interest area student contacts from point of application (CRM, Banner, Canvas, etc.)

• Maintain regular contact with students for them to enter and stay on the Interest Area pathway
Areas of Impact

• Provide Interest Area specific educational planning for students within their Interest Area

• Document and report trends in interest area educational planning to inform Program Mapper, Course Scheduled, and student engagement efforts

• Develop system for regular educational planning sessions with all Interest Area students

SUCCESS TEAM: COUNSELOR
Areas of Impact

• Document and report trends in interest area course planning, curriculum, and instruction to inform student engagement efforts with the Success Team

• Develop system to connect Success Team trends and feedback to Interest Area planning, including Program Mapper maintenance and updates, as well as faculty engagement
Areas of Impact

• Provide bundles of student data for Success Team members to inform the various milestones related to student engagement, completion, and overall success

• Regular maintenance and reporting of data for all interest area student contacts from point of application
2020 – 2021 Timeline

• Steering Committee:
  Scale GP initiatives and develop strategic plan

• Interest Area Groups:
  Define and build Interest Area FYE & Career Exploration;
  launch Summer 2021 Colts-Con; systematize Program Mapper updates

• Success Teams:
  Connect with all new Interest Area students

Meetings

1st, 3rd, 5th Tuesdays
2:30PM – 4:30PM
Thank you