

**Business, Design, and Workforce Division Meeting
Friday, March 5, 2021**

Meeting Minutes

Cañada College

12:00 – 12:30 p.m. <https://smccd.zoom.us/j/86930327061?from=addon>

12:30 – 2:00 p.m. Joint meeting with HSS Division:

<https://smccd.zoom.us/j/87189898277?pwd=b3Nrb3dFWGp6eHJkVnp6SGg0VHhzQT09&from=addon#success>

Present: Elsa Torres, Annie Nicholls, Paul Naas, Jamie Hui, Hyla Lacefield, Ronda Chaney, Sarita Santos, Bernadette Newland, David Gainey, Richard Schulke, Lisa Rose, Janice Weeks, Kathleen Lorst, Jonathan Wax, Patty Hall, Paul Roscelli, Janet Laurin, Marina Noel, Olivia Cortez-Figueroa, Paul Roscelli, Maria Huning, Karen Wiggins-Dowler, Gampi Shankar, Paul Naas, Patty Hall, Althea Kippes, Jonna Pounds

Next meeting: April 2021

1) Curriculum Review & Advisory Board Meetings – Hyla Lacefield

- a) We need Advisory Board Minutes approving your current degrees and certificates, and courses.
- b) Please make sure these are included in your minutes.

2) Student Support Update – Hyla Lacefield

- a) There are support structures to help you teach in the online format.
- b) Please reach out to Leonor Cabrera if you need assistance, and there are other supports available as well.
- c) Please reach out if you need assistance.

3) Fall 2021 Semester – Hyla Lacefield

- a) If there are labs you are looking to have in-person in the fall, we need to start the coordination ASAP. Please reach out ASAP.
- b) The college is looking at the block scheduling format in the mornings, and more information will be forthcoming on this matter.

4) Building 13 Update – Hyla Lacefield

- a) If you are moving into Building 22, you should pack up your office before May if you will be moving out.

5) Outreach Opportunity: Career Education Workshops – Olivia Cortez-Figueroa

- a) Looking to set up a couple of workshops focusing on your programs for potential students and their parents.
- b) SMUHSD & Sequoia High School District is looking to do Career Education Workshops on our short-term certificates and programs
- c) Paralegal, Fashion, Interior Design, Digital Art & Animation, Education and Human Development, Computer Business Office Technology Departments have all expressed interest in this opportunity.
- d) Trying to coordinate the best time for this, and will follow up via email.
- e) Looking forward to collaborate more with individual departments.
- f) Robust conversation on collaborating with Outreach more.

6) High School Summer Camps – Maria Huning

- a) 6-week summer program looking to do more career exploration
- b) Introductory courses into your program are a good fit for students in this program during the summer.
 - i) ECE 210 is a good fit for students in Education & Human Development | Early Childhood Education
- c) Question: Are high school students looking to take online classes at the college level?
 - i) Yes, but area high schools are going back in a hybrid format, but it hasn't been fully navigated yet. Still a work in progress.

Joint meeting with the HSS Division

7) Umoja Community at Cañada College, Black Students Matter -Lezlee Ware, Elizabeth Terzakis, Sarah Aranyakul, Michael Hoffman

- a) [Presentation Attachment 1](#)

8) Updates on Process and Procedures: Title IX, V, VII, and Unlawful Discrimination and Harassment - Mwanaish Sims, Director of Policy, Training and Compliance, SMCCCD HR

- a) [Presentation Attachment 2](#)

ATTACHMENT 1



Umoja at Cañada College

Brought to you by the Black Students Matter (BSM) Core Group & Black Student Union (BSU)

Core Group Members: Sarah Aranyakul, Michael Hoffman, Elizabeth Terzakis and Lezlee Ware

Who is Umoja?

- ❖ Umoja (a Kiswahili word meaning unity) is a community.
- ❖ 30 years of proven success (Chabot).
- ❖ Curriculum focused on Black history, literature, and culture.
- ❖ Pedagogy reflects African principles of collective learning.
- ❖ Learning community with wrap-around services.

Umoja Program Requirements

- ❖ Program Coordinator (with designated reassign time) to plan and administer program activities and oversee program budget.
- ❖ Program Counselor (academic, career and personal)
- ❖ SLI Conference attendance for core program leaders
- ❖ Student orientation/welcoming ceremony/ritual
- ❖ At least one Umoja supported class
- ❖ Dedicated space for Umoja students (can be a shared area)
- ❖ Program participants with activities
- ❖ Community updates regarding Umoja

Objectives

1. Acknowledge and rectify with action our abysmal record with Black student equity, success and retention rates.
2. Establish a supportive community for Black students on the Cañada campus, which will enrich the experience of all students.
3. Create and institutionalize sound intervention strategies that promote equity and success for Black students and other students, as well.

Goals

1. Improve Black student success and retention rates in 5 years.
 - A. Reduce the equity gap for success rates (from 10% to 5%)
 - B. Reduce the equity gap for retention rates (from 8% to 2%)
2. Make Cañada College an area magnet school for Black students.
3. Increase the number of Black students at Cañada (from 283 to 400 in 5 years)
4. Infuse our curriculum with African and African-American content and pedagogy.
5. Work closely with our other support programs (i.e. Promise, PUENTE, Colts, Spark Point, CalWORKs, EOPS, DRC, Learning Center (tutoring) and . . .) in order to share existing resources.
6. Strengthen collaborative relationships with community partners (i.e. Sequoia Union High School, East Palo Alto High School, Oxford Day Academy, EPA community members, and . . .)

Black Students at Cañada College

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Black, Hispanic	75	82	91	81	113
Black, non-Hispanic	320	302	307	289	291
Black, Multiracial	99	107	108	107	139

Source: PRIE Office, Cañada College

Demographics

Age bin	Count
30 or under	757
Over 30	313

Ed Goal	Count
4 yr Stu for 4 year Col	62
College Preparation	33
CTE Cert/Career Development	123
Degree/Transfer	744
Exploratory	150

Gender	Count
Female	625
Male	412
Unreported	23

	2018-2019	2019-2020	2020-2021
30 or under	356	332	336
Over 30	152	148	124

	2018-2019	2019-2020	2020-2021
4 yr Stu for 4 year Col	26	20	23
College Preparation	14	13	12
CTE Cert/Career Development	49	57	45
Degree/Transfer	373	336	325
Exploratory	53	59	62

	2018-2019	2019-2020	2020-2021
Female	314	287	276
Male	180	177	174
Unreported	11	13	10

Majors and Enrollments

Majors	2018-2019	2019-2020	2020-2021
Undeclared Major		53	49
Business Administration	19	20	22
Psychology	16	17	21
Allied Health	21	10	15
Nursing	18	18	15
CSU GE Certification	27	15	13
Business Administration AS-T	8	5	12

Enrollments	2018-2019	2019-2020	2020-2021
MATH	155	152	141
BIOL	103	82	77
ENGL	123	91	61
PSYC	69	54	48
BUS.	84	70	47
HIST	69	44	41
FITN	76	43	39

Local Demographics

- ❖ US Census Bureau
 - ❖ EPA population = 29,314
 - ❖ Black 11.6% of East Palo Alto
 - ❖ Native Hawaiian/Pacific Islanders 4.6% of EPA

Timeline - Fall 2020

❖ Fall 2020

- ❖ Black Students Matter (BSM) Core Group initiates Umoja discussions.
- ❖ Gathered information from community schools: CSM, Chabot, Santa Monica, *Marin, Pierce, . . .*
- ❖ Connected with iDeans
- ❖ Black student data provided from PRIE (Karen and Alex)
- ❖ Applied for professional development funding to attend Umoja Learning Institute (January 2021)
- ❖ Continually update campus partners and receive endorsements: Black Student Union (BSU), Academic Senate, Classified Senate, ACES, President Moore, District Anti-Racism Council, Social Sciences Group, *iDeans, Student Services, ASCC, Promise, PUENTE, Colts, Spark Point, Guided Pathways, . . .*

Timeline Spring 2021

❖ Spring 2021

- ❖ Sarah and Lezlee attended the Umoja (Winter) Learning Institute
- ❖ Requesting endorsements from campus partners: Academic Senate, Classified Senate, ACES, PBC, IPC, ASCC, SSPC and . . .
- ❖ Continue updating & collaborating with campus partners: College-wide communities (i.e. Colts, Promise, EOPS, Divisions, Marketing & Outreach, VROC, Sparkpoint, and . . .
- ❖ Identify Umoja courses and support faculty
- ❖ Flex Day Umoja presentation (January)
- ❖ Begin working on Umoja program requirements
- ❖ Complete proposal and budget
 - ❖ Submit Umoja application to become an Affiliated Program
- ❖ Web Presence: BSM, Umoja, BSU, and . . .

Timeline Summer 2021

- ❖ Summer 2021

- ❖ Elizabeth and Michael H. will attend the Umoja (Summer) Learning Institute
- ❖ Umoja curriculum & pedagogy development
- ❖ Invite Tom Dewit to meet with our Umoja Instructors/Fall Flex

Timeline - Fall 2021

- ❖ Fall 2021

- ❖ Tom Dewit (Chabot) Flex Day session
- ❖ Outreach/Recruitment for soft launch (registration begins early November)
- ❖ Umoja website, intake form, flyer

Timeline - Spring 2022

- ❖ Soft Launch -
- ❖ Umoja website, intake form, flyer . . .
- ❖ Outreach/Recruitment (March)
 - ❖ Fall registration begins late April/early May for new students

Timeline - Summer 2022

- ❖ Student Recruitment
- ❖ Umoja Orientation

Timeline - Fall 2022



Research Conducted

- ❖ CSM
 - ❖ Dean Carranza
- ❖ Chabot x2
 - ❖ Class Observation
- ❖ Santa Monica
- ❖ *Marin*
- ❖ *Pierce*

General Program Design

- ❖ Umoja cohort takes designated courses with an established annual semester plan
- ❖ Umoja cohort participates learning communities
- ❖ Guided Pathways affinity groups



Hybrid Program Design

- ❖ Works well with smaller Black student communities
 - ❖ Umoja cohorted single class with supported Umoja classes.
 - ❖ All faculty must have training and participate in African diaspora curriculum development and pedagogy
 - ❖ Learning communities (may and will probably include other students)
 - ❖ Umoja students participate in program supported classes
 - ❖ Include our Polynesian students to support their improved success and retention rates.
 - ❖ Club affiliation (BSU)



Services

- ❖ Intrusive Counseling (academic & personal) - “Never give up on students. No student left behind” TD
- ❖ Workshops/Meetings
- ❖ Scholarships to active participants
- ❖ Leadership Activities
- ❖ Mentorship (peer to peer and faculty to student)
- ❖ Tutoring
- ❖ Mental Health
- ❖ Priority Enrollment
- ❖ Book Vouchers, School Supplies & Transportation Assistance
- ❖ Field Trips
- ❖ Work-Study and Placement (90% retention rate)

Aligns with BSU Demands

1. The implementation of a Zero Tolerance Policy for racial discrimination including real consequences for students, faculty, staff and administrators who exhibit racist behavior/anti-Black behavior (i.e. suspension, expulsion - escalating results)
2. A proper investigation of all reports of racism, racial discrimination, and microaggressions with a diverse student-led committee with emailed (written) reports to all community members (accessible to all community members)
3. A mandatory online and in person module highlighting systemic and individual internal/external racism each year
4. Strong recommendation: equity trainings for ALL EMPLOYEES through Skyline's Equity Institute and Professional Development opportunities
5. District transparency on incidents of racial discrimination
6. Develop a Racial Discrimination Registry for employees

Aligns with BSU Demands

- ❖ Mandate Courageous Conversations about Race throughout the district
- ❖ Advocate for overturn of Prop 209 by connecting with the UC Regents
- ❖ Hire Black academic counselors
- ❖ Hire Black personal counselors
- ❖ Hire Black teaching faculty

Umoja Student Quotes

- ❖ “I went from high school to Umoja and I realized that the Umoja teachers are more open to talk to you and help you more. Umoja is more of an one on one experience and the teachers are more understanding.”
- ❖ “I really like the one on one and that the teachers actually care about your point of view and situation instead of making it hard on you. Umoja is more there for the students. Students really get to know each other and support one another. We all know each other because college is usually in and out and people don’t take time to know each other. It is really nice having group projects.”
- ❖ “On campus Umoja classes are perfect for incoming students – really got to know people – made my college friends in that first class – community, belonging, help, support.”
- ❖ “In high school, I was not invested in school and my grades reflected that. But, my grades have improved being in Umoja because I am now connected to school, teachers and other students. Umoja is a supportive community and the content is very enriching.”
- ❖ “I am a 2nd year student – I joined Umoja and it has worked for me. Very supportive compared to all other classes. So much support and a lot of flexibility. Caters to what the student needs on their time. Great way to transition from high school (to Umoja) – with comfortability and ease. An organization that really does care.”





EARNING DEGREES
TRANSFER READINESS
CAREER PREPARATION

TRANSFORMING, ENRICHING AND ADVANCING
LIVES OF STUDENTS

Thank you!

Black Students Matter (BSM) and Black Students Union (BSU)



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

ATTACHMENT 2

Harassment Prevention and Awareness
Anti-Discrimination
Title IX – New Regulations
FERPA

Prepared by Mwanaisha A. Sims

Director of Policy, Training and Compliance – Human Resources SMCCCD

GOALS

- ❑ **Understanding** the District's legal obligations under federal and state law
- ❑ **Identifying** incidents involving allegations of sexual harassment and protected category harassment/discrimination
- ❑ **Responding** appropriately to each type of incident
- ❑ **Knowing** reporting obligations

LAWS AND REGULATIONS

- Title IX – Gender Equality
- Title VII – Nondiscrimination
- California Government Code Section 12940 et seq. (Fair Employment and Housing Act)
- Education Code Section 200 et. seq. (Nondiscrimination Statute)
- Title V section 53000 et seq. (Community College Nondiscrimination Regulations)

FEDERAL NONDISCRIMINATION LAWS AND REGULATIONS: EDUCATIONAL INSTITUTIONS

Title VI of the Civil Rights Act of 1964: Prohibits discrimination based on race, color or national origin in programs or activities that receive Federal financial assistance.

Section 504 of the Rehabilitation Act of 1973: Prohibits discrimination based upon disability.

California: Unruh Civil Rights Act: Prohibits discrimination based on sex, race, color, religion, ancestry, national origin, age, disability, medical condition, genetic information, marital status, or sexual orientation in all California businesses.

California: Crowne Act 2019 (SBI 88): Prohibits discrimination against natural hairstyles. Prohibits employers and public schools from banning natural black hairstyles including braids, cornrows and dreadlocks.

THE DISTRICT'S BOARD POLICIES AND ADMINISTRATIVE PROCEDURES

- 2.19 – Nondiscrimination, 2.19.1 – Procedure Nondiscrimination, 2.19.2 – Discrimination & Harassment Investigations
- 2.25 – Prohibition of Harassment – 2.25.1 – 2.25.2 Discrimination & Harassment Investigations
- 2.29 – Sexual Assault Education, Prevention & Reporting – 2.29.1 Sexual Assaults & Other Assaults on Campus

THE DISTRICT'S COMMITMENT

Administrative Procedure 2.25.1 “Prohibition of Harassment”:

The District is committed to providing an academic and work environment free of unlawful harassment.

Harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation of any person, or military and veteran status, or the perception that a person has one or more of these characteristics is illegal and violates District policy.

THE DISTRICT'S COMMITMENT

Administrative Procedure 2.19.1 “Nondiscrimination”:

The District shall provide equal employment opportunities to all applicants and employees regardless of national origin, religious creed, age, sex, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, military and veteran status, or on any basis prohibited by law.

HARASSMENT – TITLE VII/TITLE V/BOARD POLICY

1. **Quid Pro Quo Harassment** – “This for that” workplace sexual harassment occurs when an employer implicitly or explicitly conditions a job, a job benefit, or the absence of a job detriment, on an employee’s acceptance of sexual conduct.

2. **Hostile Environment Sexual Harassment**

- Behavior must be **severe or pervasive** such that it amounts to a change in and disruption to workplace or school conditions.

- Minor behaviors can create a hostile environment, even if no single event standing alone is significant, if it is part of a larger **pervasive** and **uncorrected** pattern of behavior.

- What is “severe” or “pervasive” is determined based on a reasonable person standard, not a hypersensitive person.

TYPES OF DISCRIMINATION

- **Disparate treatment**
 - Purposeful discrimination
 - Denial of admission to or dismissal from a program
 - Hostile environment
 - Retaliation for engaging in a protected activity
- **Disparate impact**
 - Facially neutral procedure or policy
 - Disproportionate impact on protected category

WHAT IS TITLE IX?



- Title IX of the Education Amendments of 1972 states:
“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or subjected to discrimination under any education program or activity receiving federal financial assistance.”
- Title IX **prohibits discrimination** on the basis of gender, which includes sexual harassment, sexual assault, sexual misconduct, relationship (dating or domestic) violence and stalking.

T9-OVERVIEW OF REQUIREMENTS

1. Title IX Personnel
2. Sexual Harassment
3. Supportive Measures
4. Emergency Removal
5. Informal Process
6. Investigation
7. Hearings
8. Finding
9. Appeals
10. Retaliation

TITLE IX TEAM

1. Title IX Coordinator

- Oversees Title IX compliance, accepts initial complaint, implements remedies

2. Investigator(s)

- Investigates the complaint and provides written findings

3. Hearing Officer/Decision Maker

- Conducts hearing, facilitates “cross-examination” & renders decision

4. Appeal Decision Maker

- Addresses appeal requests & renders decision

5. Informal Process Facilitator

- If informal process is feasible, likely a separate facilitator
- 

SEXUAL HARASSMENT DEFINED

Conduct on the *basis of sex* under one of following:

1. **Quid Pro Quo Harassment**

- Employee conditioning any educational opportunity or benefit on the participation in unwelcome sexual conduct (Only applies to Faculty to Student)

2. **Hostile Environment Sexual Harassment**

- Unwelcome conduct that a reasonable person finds to be so severe, pervasive and objectively offensive that effectively denies equal educational access

3. **“Sexual Acts”**

- Sexual assault (Clery Act), dating violence, domestic violence, or stalking (VAWA)

INFORMAL RESOLUTION PROCESS

1. Optional Process

- May use informal resolution process on a case-by-case basis

2. Informed, Mutual Consent

- Both parties must give voluntary, informed, and written consent but cannot be required as a condition of enrollment/employment

3. Right to Withdraw from Informal Process

- Either party can withdraw from informal process at any time and resume formal process

4. Not Suitable for Student vs. Employee Matters

- No informal process for allegations that employee harassed a student

RIGHT TO FILE A COMPLAINT

- District Title IX Complaint vs Student Conduct Discipline
- Report to Police
- Office of Civil Rights (OCR) Complaint
- U.S. Equal Employment Opportunity Commission Complaint
- CA Department of Fair Employment and Housing Complaint

WHAT YOU NEED TO KNOW IF A COMPLAINT IS FILED

- Stay calm, people have a right to file complaints and the District has a responsibility to respond to complaints that are filed.
- No final judgments are made on the merits just because a complaint is filed.
- Speaking to other colleagues or students regarding the complaint may impede the process or initiate claims of retaliation.
- Supportive measures or accommodations may be made to temporarily address/identify issues made in a complaint.
- Outcome of complaints are confidential.

RESPONSIBLE EMPLOYEE

- **All District employees** are “**responsible employees**” regardless of whether someone files a “formal” or written complaint and therefore must report possible incidents of sexual misconduct.
- Report incidents of alleged sexual harassment/violence to the campus Title IX Coordinator or appropriate designee (HR, Public Safety).
- District employees cannot turn a blind eye or ignore an issue because it wasn’t reported to them directly.
- This includes professors, administrators and staff.
- Mental/Therapist Counselors, Health Workers and Clergy are generally exempt from this reporting requirement. All reports they receive are confidential.

INCIDENT RESPONSE

DO:

- Recognize
- Respond
- Refer
- Report

DO NOT:

- Investigate the situation
- Be a counselor
- Decide if someone is really a victim or perpetrator

WHERE TO GET SUPPORT

- Employees can get support through Employee Assistance Program (EAP) or in the community
- Contact Union Representative
- Students can get support through on campus counseling services or in the community.
- Several resources are listed at www.smccd.edu/TitleIX

FERPA – LEGAL LANDSCAPE

- Federal law
 - Family Educational Rights and Privacy Act (FERPA)
 - Code of Federal Regulations, [Title 34, Part 99](#)
 - Health Insurance Portability and Accountability Act (HIPAA)
- State law – California Education Code §§ [76240 et seq.](#)
 - California Code of Regulations, Title 5, §§ [54600 et seq.](#)
- SMCCCD Policy
 - [Board Policy 7.28](#) (Student Records, Directory Information, and Privacy)
 - [Administrative Procedures 7.28.1](#)
 - [CSM Privacy Rights of Student Policy](#)

WHAT IS FERPA?

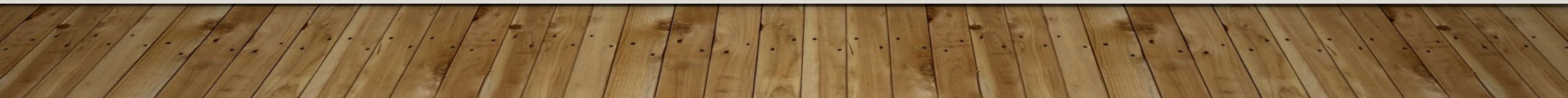
- FERPA is a Federal law that protects the privacy of students' "education records." (See 20 U.S.C. § 1232g; 34 CFR Part 99).
- FERPA applies to educational agencies and institutions that receive funds under any program administered by the U.S. Department of Education.
 - This includes virtually all public schools and school districts, including the SMCCCD
- Absent an exception, districts may not disclose education records of students, or personally identifiable information from education records, without the student's written consent. (See 34 CFR § 99.30; Ed. Code § 49076(a).)

WHAT ARE “EDUCATION RECORDS”?

- The term “education records” is broadly defined under FERPA to mean those records that are:
 - (1) directly related to a student and
 - (2) maintained by an educational agency or institution or by a party acting for the agency or institution.
- Records that include services provided to students under the *Individuals with Disabilities Education Act (IDEA)*, are “education records” under *FERPA*.
- See 34 CFR § 99.3, “Education records.”



STATE CHANCELLOR'S OFFICE – HISTORICAL CONTEXT

- ❑ Prop 209 – Affirmative Action (1996)
 - ❑ Consultation Council Task force (2002)
 - ❑ Chancellor's Office Statewide EEO & Diversity Advisory Committee led EEO plan template & multiple measures review (2015)
 - ❑ EEO Plans progress started (2018)
 - ❑ “Left Behind Report” (2018)
 - ❑ Board of Governors DEI Taskforce (2019) and Implementation Workgroup (2020)
- 

CALL TO ACTION – STATE CHANCELLOR’S OFFICE

- System-wide review of police & first responder training & curriculum.
- Campus leaders host open dialogue & address campus climate.
- Campuses audit classroom climate & create an action plan to create inclusive classroom & anti-racist curriculum.
- District Boards review & update your Equity plans with urgency.
- Shorten the time for the full implementation of the Diversity Equity Inclusion (DEI) Integration Plan.
- Engage in the Vision Resource Center “Community Colleges for Change.”

CAMPUS COMMUNITY CALL TO ACTION/RESPONSE

- District Antiracism Taskforce/Workgroup
- College Campus Antiracism Taskforce
- Equal Employment Opportunity Commission (EEOC)
- District-wide Trainings – Athletics, Departments, Administrators
- Suggestions on District/Campus responses

WHERE TO GET MORE INFORMATION

Point of Contact for Faculty and Staff related matters:

Mwanaisha A. Sims, Director of Policy, Training, and Compliance of Human Resources – (650) 358-6808;
simsm@smccd.edu

Cheng Yu Hou, Chief Human Resource Officer, (650) 358-6883; houc@smccd.edu

Point of Contact for Title IX related matters:

- Max Hartman (Cañada)
- Tabitha Conaway (CSM)
- Newin Orante, VPPS (Skyline) Michelle Batista, Deputy Title IX Coordinator (Skyline)

Links to Student Conduct Policy and Title IX related Policy:

- <http://smccd.edu/titleix/policiesandprocedures.php>
- <https://smccd.edu/ethics.php>

Any questions?

