

# Student Services Planning Council



## MINUTES

Date: Wednesday, April 27, 2022

Time: 2:00-4:00pm

<https://smccd.zoom.us/j/94950753901> or 9-154

### 1) Welcome

2 minutes

- a) Time Keeper - Olivia Cortez
- b) Do we have our team? (Quorum: 13)

Adolfo Leiva (SparkPoint)	David Vera (Financial Aid Rep)	Manuel A. Pérez (VPSS)	Nimsi Garcia (Classified Rep)
Ana Escalante (Dream Center Rep)	Eshton Liu (ASCC Rep)	Maria Huning (TRIO) Vanessa Hernandez	Olivia Cortez-Figueroa (College Recruiter Rep)
Aricka Bueno (Faculty)	Kathy Kohut (International Students Center Rep) Katie Dominion	Maria Lara (A&R)	Sarah Cortez (Welcome Center Rep)
Bettina Lee (Wellness Center)	Karen Engel (PRIE)	Mary Ho (Post-Sec. Success)	Soraya Sohrabi (Transfer Center Rep)
Bob Haick (Career)	Kristi Longoria (Veterans Services Rep)	Mayra Arellano (Promise)	Yesenia Mercado (Classified Rep)
Camille Barbosa (ASCC Rep)		Max Hartman (SS Dean)	Wisseem Bennani (SS Dean)
Danielle Pelletier (Instructional Faculty Rep)	Lorraine Barrales-Ramirez (EOPS, CARE, CalWORKS .FYSI)	Dr. Michiko Kealoha (Student Life Rep)	

### 2) Adoption of the Agenda

1 minute

Eshton Liu motions to adopt today's agenda

Kathy Kohut seconded the motion

Motion carries by all those in attendance with one abstention

### 3) Approval of the Minutes

1 minute

- a) April 13, 2022

Mary Ho motions to approve the minutes from April 13, 2022

Aricka Bueno seconds the motion

Motion carries by all those in attendance

#### 4) Reports

a. “Why” We Do What We Do Share

*Yesenia Mercado / 2 mins*

“My why took me back to an event we had at Sequoia High School where I was invited to speak about financial aid and give information on financial aid options and the overall college classes here at Cañada. As I finished the event and the presentation I had a mother and her daughter approach me and the mother seemed a bit nervous and the daughter was nervous but they expressed some challenges they experienced in regards to figuring out college. They shared they had a mixed status family and they expressed the need for disability services so when I talked to them about financial aid and assured them they had financial aid options available and explained to them in detail the other resources Cañada had like EOPS and the Wellness Center and other support programs on campus, the mother started crying and then the daughter started crying. It was a very, very touching moment because it reminded me how important our jobs really are. It took me back to me being an 18 year old in high school and having to figure it out and asking those difficult questions and potentially not having support. So to be able to be there to support the parents, support the students and reassure them know there are opportunities for higher education for the daughter and for the mother. It reaffirmed in me my why. Why I’m doing what I’m doing and why we’re all here. It’s definitely a group effort and having support programs on campus makes the students journey and experience that much more special.”

b. Thank you for sharing your department reports in the chat

*All*

**Disability Resource Center:** Starting partnering with Guided Pathways to mentor students with disabilities. We also have ASL Workshop coming up in May - stay tuned for more info!  
Bettina Lee

**ESL Recognition Ceremony** is finally happening again after 2 years of not having it! Wed May 4th from 7pm-8pm in 6-101/102. All are welcome! Students will be awarded the ACE (Academic Command of English) award, EFW (English for the Workforce), and Excellence awards (1 student in every class gets acknowledged for having the highest grade in the class.) Please come!

The ESL Recognition Ceremony will also be available via Zoom (link TBD.)  
Danielle Pelletier

**Financial Aid Office:** We are working our way through our scholarship ceremony. It is going to be held on May 13th, and it will be in-person at the main theater. We are excited to re-start the in-person scholarship ceremony!  
David Vera

**Outreach Updates:** PEP events are in full swing, here at Cañada College and at our feeder high schools. Shout out to the Welcome Center, Counseling, Financial Aid and all who are helping with PEP events!! It truly takes a village. Additionally, Outreach has been supporting and assisting with Application and Registration workshops for concurrent and dual enrollment at various high schools in RWC, EPA, HMB and San Mateo, as well as local nonprofit orgs such as Boys and Girls Club. We have also been hosting multiple day event visits at Cañada College, from groups of students from Boys & Girls Club and Oxford Day Academy students. We have been treating them to fun workshops put on by our faculty, tours of our campus

as well as providing them with lunch. And finally, we have been out in the community tabling at events and also visiting our feeder high schools on a weekly basis. Our Campus Ambassadors have been BUSY!! :) Finally, planning for Connect to College is happening - save the date: May 17th, 6-8pm!  
Olivia Cortez-Figueroa

**Personal Counseling Center:** New adjunct personal counselor has been hired and scheduled to begin sometime in May. And PCC services will be available this summer.  
Bettina Lee

**Transfer Center:** This year the Student Achievement Award Reception will be on May 13th from 3:00 p.m. to 5:30 p.m. in the Main Theatre. This is the first time after two years we are holding this event in-person. On this day, we will recognize the achievement of our students within the Honors Transfer Program, Transfer, STEM, Peer Mentors, and Tutorial programs and services as well as scholarship recipients.

Students have the opportunity to meet with scholarship donors, faculty and staff from 3:00 p.m. to 3:30 p.m. in the patio front of the Main Theatre. The ceremony will begin at 3:30 p.m. acknowledging students' works and their achievements by faculty and staff and their peers. Afterwards, transfer students also have the opportunity to meet with faculty and their peers from 5:30 p.m. to 6:00 p.m. to connect and network.

We will also cast the event for student's family and friends via zoom at <https://smccd.zoom.us/j/81613069592>

Please save the date to join us celebrating our students and their achievements!  
Soraya Sohrabi

## 5) **Standing Items**

### a. PBC

*Max / 2 mins*

There was a presentation and update from Mary Ho regarding the ¡ESO! Adelante Program and also the GANAS grant from the STEM Center. PBC approved the OER/ZTC Implantation Plan which was presented at the last PBC meeting. There was a comment about our return to campus that the Board still needs to discuss regarding the mask mandate. There was an update on the Cañada College Building 1 Community Fitness Center. They talked about their model, marketing and general updates.

### b. VPSS Updates

*Manuel / 2 mins*

There's a lot happening at this time of year so be on the lookout for messages and updates for different celebrations and ceremonies. There will be new celebrations on campus. Our college is making it less challenging and opening doors to recognizing our Black, Indigenous and people of color and other minoritized communities who are completing their time here at Cañada.

Be on the lookout for a celebration for Latinx students, there is some conversation about a lavender graduation for our lesbian, gay, bisexual and transgender, queer and questioning students. We also know there will be a graduation for our Black students which will be district-wide. There will also be a migration celebration for our undocumented students district-wide. Great things happening!

If anyone is interested in supporting a Latinx Graduation Recognition Ceremony let Nimsi Garcia know!! We meet on Tuesdays - tentative date & time is set for Wednesday, May 18 from 6-8pm

Thank you to our Brave Space group, formerly our Safe Space group. The state has given the Community Colleges additional one-time funding for our LGBTQ+ community to be used over the next five years. The District-wide report is due this Friday to let the State know how we will use the funding. Our portion will be about \$52,000. This will be great seed money.

Reminder: we will be having an end of semester celebration for Student Services. It will happen after the semester ends and before the summer session begins. More information at the next SSPC meeting.

c. Enrollment Services Committee Update

*Wissem / 2 mins*

ESC did not meet since our last SSPC meeting. Our next meeting will be May 6.

d. Guided Pathways

*Mary / 2 mins*

Karen Engel shared the results of the evaluation from the Guided Pathways Implementation of Essential and the summary/key take-aways:

- While many of our flagship projects (Program Maps, Interest Areas, Success Teams, FYE) are not yet fully formed, the design and intent of each seems effective and needs more time to be effective
- The Interest Area groups do not really exist and there is a lack of awareness and faculty buy-in persists
- Retention Specialists are essential to the Success Teams – and they need Counselors
- Faculty Coordinators provide a key touchpoint between Success Teams and Interest Area Faculty

<https://canadacollege.edu/guidedpathways/meetings.php>

**6) Special Presentation**

a. Work Group Update: Student Staff Orientation

*Nimsi, Maria H., Sarah, Margarita, Adolfo / 5 mins*

The work group did get a chance to meet to discuss some of the ideas that were shared at one of the previous meetings.

We have a couple of recommendations for SSPC:

We drafted a general orientation outline for new student employees for the onboarding process. There needs to be more work done around creating consensus and understanding among programs with what their student employees do and their needs around access are. This consensus needs to also take place with HR and around policies and rules pertaining to employees.

We discussed making a video and creating a plan for orientation and onboarding. We also talked about having a student employee focus group to see what they think about training.

We're wondering what direction SSPC wants us focus on?

Manuel, Michiko, Nimsi, Adolfo and Sarah will connect offline to talk about what this might look like to prepare for the next agenda and sharing more information.

b. Implementation Team (ÁPC recommendations) *Mary, Margarita, Ana /5 min.*

## Recommendation #1: Restorative Practice

**Short Term:** Prioritize repairing trust with classified staff, students, and faculty. Train an employee to facilitate conversations centered on restorative practices and restorative justice on campus to rebuild trust between employees and administrators. Dedicate time to investing in rebuilding or sustaining trust and transparency with faculty, classified staff, and students through frequent listening sessions, surveys, check-ins with groups that support marginalized students and employees on campus. **Collaborate**

- Establish trust
- Create a system that addresses concerns
- Create an ombudsman – employee can go to that person
- Powerless – work on rebuilding that trust
- Would like to see the student services meeting community check-in back

## Recommendation #2: Affinity Spaces

**Short Term:** Prioritize affinity spaces for historically marginalized groups on campus. Provide opportunities for individuals currently leading affinity spaces on campus to receive additional training facilitating anti-racist and anti-bias conversations. Prioritize creating affinity spaces for Black/African Americans, the Latino/a/x community, the LGBTQIA+ community, Veterans, People with Disabilities, New Migrants, and Dreamers. These groups were mentioned repeatedly throughout assessments as needing spaces to practice physical and psychological safety while learning how to navigate the College's systems. **Lead**

## Recommendation #4: White Accountability

**Short Term:** Prioritize investment in sustained training for disrupting dominant group cultural practices on campus. Invest in the development of White Accountability Cohorts. Develop dedicated spaces that help white identified employees learn how to practice individual and collective accountability in dismantling white supremacy systems and practices. **Collaborate**

- How do we tie this to student services?
- How do we make training mandatory (for White staff & faculty)?

## Recommendation #5: Racial/Cultural Bias Incident Accountability

**Short Term:** Prioritize investment in sustained training for disrupting dominant group cultural practices on campus. Invest in the development of White Accountability Cohorts. Develop dedicated spaces that help white identified employees learn how to practice individual and collective accountability in dismantling white supremacy systems and practices. **Lead & Collaborate**

Bias-related protocol (lead)

- Is it accessible?
- Is it clear?
- Develop peer advocates and staff advocates.

Professional development (collaborate)

## Recommendation #8: Communication

**Short Term:** Dedicate resources and time to simplifying and streamlining information to effectively relay Covid-19 updates, DEI integrations, and other campus-related opportunities and resources. Incorporate employee and staff suggestions for achieving better communication and develop a communication plan that outlines the specific methods the College will utilize to improve communication. Invest in peer-to-peer communication technologies as an additional tool to communicate shifting college updates. **Lead & Collaborate**

- Department Communications - Department Boards and Newsletter (Lead)
- Campus-wide (Collaborate)



## Recommendation #9: Financial Aid & Student Services

**Short Term:** Identify opportunities for collaboration with Financial Aid and Student Services. Schedule frequent strategizing sessions with employees and student leadership connected to student services. Determine the best strategy for correcting ineffective methods for helping students and employees access resources on campus. Consider the following actions: (1) examine the efficacy of access points on the College's website; troubleshoot office hours availability as it relates to registration, (2) invest in a marketing campaign that communicates a clear path to services for individuals in need of social service support such as housing security resources and immigration support, (3) invest in building relationships with community programs and organizations committed to providing resources to historically marginalized groups, leverage resources of these groups to compensate for services the College does not currently have the infrastructure to support, (4) provide employees with introductory trainings on integrating asset-based language, that prioritizes the strengths of historically marginalized groups. **Lead**

## Recommendation #11: Early Access Opportunities

**Short Term:** Develop a plan to investigate potential inequities within early access programs. Create a student and employee advisory committee dedicated to addressing identified issues and creating policies and protocols that redress power imbalances. **Lead**

- Develop meaningful connections
- Develop cultural competency and awareness
- How do we market the program for early access?
- Are we reproducing racial privilege?
- How are we ensuring that low-income students have access?

## Recommendation #1: Hire a Diversity, Equity and Inclusion Director

**Long Term:** Hire a DEI Director dedicated to training employees and students in anti-racist and culturally competent practices. The role's title can be classified according to the needs present within the College's internal systems. For instance, the role can also be titled, Director of Equity, Diversity, and Belonging. Utilize stakeholder feedback to inform the what type of title and position is needed. Invest in providing the infrastructure the director would need to accomplish DEI goals. Some resources required include but are not limited to (1) a dedicated DEI budget, (2) adequate support staff, (3) dedicated spaces, and (4) clearly outlined support from administrative leadership. **Contribute**

## Recommendation #4: Champion DEI Funding Campaigns

**Long Term:** Collaborate with the Grants Development and Management Office to design a capital campaign to expand grant-funded programs that support URM programs. Collaborate with programs and committees in need of funding to develop a viable strategy for securing funding from diverse funding streams. Increase funding for departments, centers, and faculty that offer social justice, critical race theory, genderqueer, ethnic, and gender studies classes and workshops. Once funding is secured, work with programs and committees to determine an equitable budget allocation. **Collaborate**

- Find grants to support existing programs.

## Recommendation #7: Employee Equity

**Long Term:** Develop a plan to draft a policy that pays employees for their intellectual and emotional labor, time, and effort spent on equity, access, diversity, and inclusion work in addition to their positions at the College. **Collaborate**

- Develop a process for compensation and release time.

## Recommendation #8: Review, Revisit and Reimplement

**Long Term:** Racial and cultural institutional change takes time. Commit to constantly assessing the efficacy of new initiatives, programs, and policies through qualitative and quantitative metrics. If projected goals are not achieved, celebrate the efforts of those who worked towards achieving the goal and include them in assessing what elements need re-imagining. Don't be afraid to re-implement a plan that isn't working; it is more important to revise a DEI integration or strategy instead of completely abandoning it. **Collaborate**

- Continuous practice on what went well and what needs improvements.
- Develop a Grant Committee to support grant-funded programs.



C. Fostering empathy and kindness with each other as colleagues *Nimsi & Margarita / 45 mins.*

# CREATING SPACES FOR ANTIRACIST LEARNING

Wednesday, April 27, 2022

By Nimsi Garcia  
With support from Margarita Baez

## Why this topic?



Feedback for Transformative Antiracist Leadership in our Programs:

- "Owning that we're all learning about anti-racism - and we're all at different places on this gradient"
- → Need to foster empathy and kindness with each other as colleagues

**What does this look like in practice in our programs and work teams?**

## OVERVIEW

01

WHITE  
SUPREMACY IN  
THE WORKPLACE

02

MODELS FOR  
COURAGE

03

REFLECTION

04

Q&A

# 01 White Supremacy in the Workplace



## HOW WE SEE OURSELVES

### defensiveness

White people spend energy defending against charges of racism instead of examining how racism might actually be happening

Focus placed on protecting power instead of addressing harms, naming intention instead of acknowledging impact.

The defensiveness of people in power creates an oppressive culture.

## HOW WE SEE OURSELVES

### right to comfort

The belief that those with power have a right to emotional and psychological comfort (another aspect of valuing 'logic' over emotion)

Scapegoating those who cause discomfort

Equating individual acts of unfairness against white people with systemic racism which daily targets people of color.

## HOW WE INTERACT WITH ONE ANOTHER

### fear of open conflict

White fragility goes unchecked

Those who bring up discomfort for others are scapegoated rather than to look at the issue which is actually causing the problem

Smaller problems left unattended become bigger ones down the road.

People in power are scared of expressed conflict and try to ignore it or run from it

Emphasis on being polite ["civil"]  
Politeness is valued over honesty

[NCORE 2021 Presentation - BIPOC and White Supremacy in the Workplace](#)

# 01 White Supremacy in the Workplace

[Åse Power Consult - Redressing Power Imbalances in White Supremacy Culture](#)

## RIGHT TO COMFORT & FEAR OF CONFLICT

- The internalization that I or we have a right to comfort, which means we cannot tolerate conflict, particularly open conflict.

## ANTIDOTES

- Welcome honest and hard feedback.
- Learn to sit with discomfort before responding or reacting.
- When you have a different point of view, seek to understand what you're being told & assume a good reason for what's being said.

## DEFENSIVENESS/DENIAL

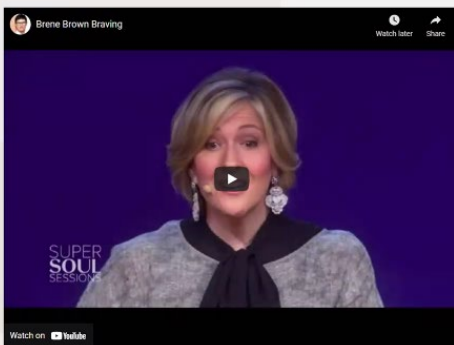
- The habit of denying and defending against the ways in which white supremacy and racism are produced and our individual or collective participation in that production.

## ANTIDOTES

- Work on your own defensiveness.
- Understand the link between defensiveness and fear (of losing power, losing face, losing comfort, losing privilege).

Quotes above taken from Tema Okun's & Dismantling Racism

# 02 Models for Courage



Brené Brown - [BRAVING Inventory](#)

Boundaries  
Reliability  
Accountability  
Vault  
Integrity  
Nonjudgement  
Generosity

<https://brenebrown.com/videos/anatomy-trust-video/>

## 02 Models for Courage

### From Safe Spaces to Brave Spaces

*Brian Arao and Kristi Clemens, UCSC*

1. Agree to disagree → Controversy with Civility
2. Don't take things personally → Own your intentions **and** impact
3. Challenge by choice → Pay attention to what prevents you from engaging
4. Respect → Define and discuss
5. No attacks → Define and discuss



<https://www.gvsu.edu/cms4/asset/843249C9-B1E5-BD47-A25EDBC68363B726/from-safe-spaces-to-brave-spaces.pdf>

# PAUSE

3 minutes. Fill in the blank.

1. What stood out to me or resonated with me was...
2. What I would want to see implemented in my program or team is...

<https://tinyurl.com/mrxy36uz>

What stood out to me or resonated with me was...  
(fill in the blank)

The Trust video really resonated with me. I love the different definitions she created and examples she gave.

The Trust Video. It was a good breakdown.

The Trust Video was a great breakdown and explanation of what trust is.

The breakdown for trust - and the mention that it is complex.

Brene Brown's Braving really resonated with me. It holds in some areas of life.

"Practice your values, not just professing your values." This resonated with me especially as we come up with a new anti-racism plan, new college mission, and new college vision.

I appreciated how this highlighted how difficult it can be to be brave and address the ways we've normalized racism and oppression in our practices and procedures.

I am in my head about B. Brown. Are there other stories of BRAVING and trust-building that center BIPOC ways of knowing; a way to intersect antiracism and decolonial praxis?

**Brene Brown really brought courage home for me. It's difficult sometimes to speak your truth to those you love and who love you. Especially when you think it may differ from their truth.**

What I would want to see implemented in my program or team is...  
(fill in the blank)

**Brave Space as a framework for all shared space and dialogue.**

How we can have some of the brave space practices as Zoom backgrounds; as visual reminders; have more brave space opportunities on campus around global events.

<https://jamboard.google.com/d/1UYu5rAUm0fUs35nFNrKRxLbVVROBJLxqWJlIphGnfcY/viewer>

Bridge/Inclusion on purpose by Ruchika Tulshyan: <https://bridges.overdrive.com/bridges-maquoketa/content/media/6262609>



“The truth is you don’t rise to the level of your goals, you fall to the level of your systems.”

James Clear, *Atomic Habits*

# THANKS!

**Learner Lunch Platica**

Tuesday, May 10 | 12pm-1pm

Meet at the Grove

**Does anyone have any questions?**

Nimsi Garcia

[garcian@smccd.edu](mailto:garcian@smccd.edu)

¡ESO! Adelante

Building 9, Room 106

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, infographics & images by **Freepik**

**d. [Updated Program Review questions](#)**

*Mary / 15 mins.*

Today we want to introduce you to the updated Program Review questions and get your feedback before we bring the finished document back for approval.

Last year we were tasked to consider how to integrate equity and anti-racism in our program review questions and with that in mind we’ve worked to make these questions help guide our programs to be anti-racist and equity minded and to help our programs reflect this.



It's important to share base line understanding so we included a definitions section so everyone is clear about the terms used in the document.

Comment only:

<https://docs.google.com/document/d/1E2wHt64iraSi2BLxLT-lAkYvyeotcC0v/edit#heading=h.gjdgxs>

Please take some time and use the google doc above to add feedback to the Program Review Proposal. Contact Mary Ho, Max Hartman or Mari Huning **by Monday, May 9** if you have anything additional.

## 7) Discussion

### a. COVID-19 Student Services Roundtable

20 mins

Question: What is the discussion at PBC regarding the mask mandate?

The Board of Trustees will be starting the conversation about the mask mandate at tonight's board meeting with further discussion at the next meeting.

Question: Does any student medical information follow the student to University if they register using CCCApply? Will they lose their control of their privacy using CCCApply?

CCCApply does not collect any health records or COVID vaccination information.

Maria and Wissem will confirm how much systems sharing is done between universities based on a common application.

## 8) Open Forum and Feedback

*An opportunity for anyone to discuss any additional items.*

*What would we like to cover in the next SSPC?*

### Items for next meeting:

*Nuventive & San Mateo Upgrade Team Meeting*

*Alison Hughes / 15 mins*

*Creating an open environment for challenging racism*

*Candice and Maria / 45 mins*

*Transfer Plan implementation progress*

*Max / 10 mins*

[Action on updated Program Review questions](#)

*Max / 15 mins*

*Communities of Practice Presentation*

*Wissem and Aricka / 45 mins*

*Work Group Update: Student Staff Orientation Nimsi, Maria H., Sarah, Margarita, Adolfo / 5 mins*

*Implementation Team (ÁPC recommendations)*

*Mary, Margarita, Ana / 5 mins*

We had a little bit of time remaining so Nimsi continued her update on the Work Group: Student Staff Orientation

*Nimsi, Maria H., Sarah, Margarita, Adolfo*

1. General orientation is beneficial for all new student employees (outline above)
2. We need to create consensus/understanding among programs of what their student employees do & what their needs/access is
  - a. Need consensus with HR as well around policies/rules regarding student employees
3. Access cards assigned to programs on an as needed basis, access is limited to interior doors only.
  - a. Access probationary period - need to complete certain key trainings
    - i. 3 months
    - ii. Pass training
  - b. Student employees to only be used while working
    - i. Managers have a log for checking in & out
  - c. Access granted based on level of responsibility
  - d. Used with supervision
4. Create a video for hiring managers to use during onboarding/orientation
5. Next steps?
  - a. We have these suggestions, what direction do you want us to go in?
  - b. Student worker focus group to see what they think of trainings & positions

## 9) **Adjournment**

Next meeting is Wednesday, 2-4pm, May 11, 2022 via Zoom.

# *Cañada College*

## **ESL Department**

### *Recognition Event*

*Please come congratulate our students  
and join in our celebration.*



*Wednesday, May 4th, 2022  
in Building 6, Room 101/102*

*Awards Ceremony*

*7:00 - 8:00 p.m.*

*Please park only in Lot 6*

*Masks are required*